



History - Year 6- Medium Term Plan

Autumn 2, Unit 1: How did the Mayan civilisation compare to the Anglo-Saxons?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Who were the Maya and when did they live?	To recognise when and where the ancient Maya lived.	<ul style="list-style-type: none"> - I can describe the features of the Maya civilisation. - I can sequence key periods on a timeline. - I can identify other events that happened at the same time as the ancient Maya civilisation. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history s one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - civilisation - Classic period - Contact and Spanish Conquest - Maya civilisation - Maya lowlands - natural barrier - Postclassic period - Preclassic period - tropical rainforest - Yucatan Peninsula 	<p>Watch: Teacher video: Teaching chronology Teacher video: Comparing the Maya and the Anglo-Saxons Pupil video: Physical features of Mesoamerica Have ready: Presentation: The Maya civilisation. Flipchart or poster paper (optional s see Attention grabber). A roll of backing paper, cut into sheets approximately 150 cm by 50 cm (one sheet between a group of three s see Main event). Alternatively, the children can overlap and glue pieces of A4 paper until approximately 150 cm long. Rulers (one per group).</p>

					<p>Scissors (one per group).</p> <p>Coloured paper, card or tissue paper (a set of various colours for each group).</p> <p>Glue sticks (one per group).</p> <p>Whiteboards and marker pens (one between two).</p> <p>Link: Kapow Primary timeline.</p> <p>Link: Assessment s History Y5 s How did the Maya civilisation compare to the Anglo-Saxons and Vikings? (optional s see Attention grabber).</p>
<p>Two:</p> <p>How did the Maya settle in the rainforest?</p>	<p>To evaluate the challenges of settling in the rainforest.</p>	<ul style="list-style-type: none"> - I can identify the key features of the rainforest. - I can explain the Maya's challenges when settling in the rainforest. - I can suggest ideas for how the Maya settled in the rainforest. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history s one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - canopy layer - emergent layer - forest layer - rainforest - slash and burn - terrace farming - understory layer - vegetation 	<p>Watch:</p> <p>Pupil video: The Maya rainforest</p> <p>Have ready:</p> <p>Presentation: The Maya forest.</p> <p>Presentation: Stone Age hunter-gatherers.</p> <p>Whiteboards and marker pens (one between two). Devices (one between three s see Main event).</p>

					<p>Link: Kapow Primary timeline.</p> <p>Link: BBC Bitesize - Why was farming so important to the Maya?.</p> <p>Link: BBC Bitesize - What food did the Maya eat?.</p> <p>Link: Maya Archaeologist - Maya farming and maize</p>
<p>Three:</p> <p>What similarities and differences existed between Maya and Anglo-Saxon homes?</p>	<p>To compare and contrast Anglo-Saxon and Maya houses.</p>	<ul style="list-style-type: none"> - I can name the key features of Maya homes. - I can recall the features of an Anglo-Saxon house. - I can identify the similarities and differences between Anglo-Saxon and Maya homes. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history s one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - clay daub - limestone - nah - partitioning - structure - thatching - woven fabric 	<p>Watch:</p> <p>Teacher video: Similarities and differences</p> <p>Have ready: Presentation: Comparing Anglo-Saxon and Maya houses.</p> <p>Image: Anglo-Saxon house.</p> <p>Two hoops (for each group s see Main event).</p> <p>Sticky notes (two different colours, five of each colour per group of three). Link: BBC Teach - What did Maya houses and buildings look like?</p> <p>Print in advance:</p> <p>Activity: Maya</p>

					and Anglo-Saxon houses (one per group).
<p>Four:</p> <p>What did the Maya believe?</p>	<p>To explain the importance of Maya gods and goddesses.</p>	<ul style="list-style-type: none"> - I can explain the Maya creation story. - I can identify the characteristics of important Maya gods and goddesses. - I can compare Maya and Anglo-Saxon beliefs. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history s one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - Ceiba tree - Chaac - creation story - deity - Itzamna - Kawuil - Kinich Ahau - Kukulkan - monotheism - polytheism 	<p>Watch:</p> <p>Pupil video: Maya creation story</p> <p>Have ready: Presentation: Maya gods and goddesses.</p> <p>Presentation: Christian missionaries.</p> <p>Plain paper</p> <p>Device</p> <p>Link: Kapow Primary timeline.</p> <p>Link: BBC Bitesize s Who were the Maya gods?.</p> <p>Print in advance: Activity: Gods and goddesses</p> <p>Activity: Factfile</p>
<p>Five:</p> <p>What do archaeological remains tell us about Maya cities?</p>	<p>To design a map of a Maya city.</p>	<ul style="list-style-type: none"> - I can make deductions about cities from archaeological evidence. - I can identify the key features of Maya cities. - I can create a plan for a Maya city, including the main features. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - Anglo-Saxon Chronicle - ball court - charters - city-state - grand plaza - hieroglyphics - observatory tower - reservoir - sacbe 	<p>Watch:</p> <p>Teacher video: The Maya city-states</p> <p>Pupil video: Tikal</p> <p>Have ready: Presentation: The Maya city-states.</p> <p>Whiteboards and marker pens.</p> <p>A3 paper.</p> <p>A set of coloured pencils.</p> <p>Rulers</p>

					Print in advance: Activity: Maya city buildings.
Six: The decline of the Maya cities: man-made or natural disaster?	To evaluate the reasons for the decline of the Maya cities.	<ul style="list-style-type: none"> - I can explain the potential reasons for the decline of the Maya cities. - I can evaluate the reasons for the decline of the Maya cities. - I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons. 	<ul style="list-style-type: none"> - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> - abandon - conflict - decline - deforestation - drought - exacerbate - overpopulation - scarce 	Watch: Teacher video: Why did the Maya decline? Have ready: Presentation: Theories for the decline of Maya city-states. Whiteboard and a marker pen. Devices Print in advance: Activity: Evaluating theories Resource: Decline theories
Assessment: 1. Where did the Maya live? 2. What are the geographical features of the Maya civilisation? 3. What periods is the Maya civilisation split into? 4. How was the Maya civilisation governed? 5. What challenges did the Maya face settling in the rainforest? 6. What was the main different between Maya and Anglo-Saxon religious beliefs? 7. What buildings were found in Maya cities? 8. Which Maya cities were abandoned at the end of the classic period? 9. Why did the Maya cities decline? 10. How did the Maya settle in the rainforest?					



History - Year 6- Medium Term Plan
 Spring 2, Unit 2: What was the impact of WW2 on British People?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Why did Britain go to war in 1939?	To understand the causes of World War 2.	<ul style="list-style-type: none"> - I can identify the causes of WW2. - I can place events on a timeline. - I can evaluate how significant the causes were. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 	<ul style="list-style-type: none"> - appeasement - Treaty of Versailles - reparations - Neville Chamberlain - Adolf Hitler - allies - disarm - debt - unrest - prosperity 	Watch: Teacher video: Teaching chronology Have ready: Link: Kapow Primary timeline Presentation: The causes of WW2. Link: BBC Teach KS2 - Britain declares war on Germany. Link: BBC Teach KS2 - The declaration of war. Roll of backing paper, cut into sheets approximately 100cm by 50cm. Alternatively, children can glue pieces of A4 paper until approximately 100cm in length. Rulers or meter sticks, scissors, glue sticks and marker pens. Tablets or laptops. Print in advance: Activity: Event cards
Two: Who won the Battle of Britain?	To understand how the Battle of Britain was won.	<ul style="list-style-type: none"> - I can identify the different phases of the Battle of Britain. - I can compare the different strengths of the RAF and Luftwaffe. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing 	<ul style="list-style-type: none"> - RAF - Luftwaffe - Battle of Britain - Winston Churchill - sorties - Operation Sealion - bomb aimer - scramble 	Watch: Teacher video: Cause and consequence Teacher video: Effective questioning Have ready: Link: Kapow Primary timeline. Link:

		<ul style="list-style-type: none"> - I can understand the feelings of the aircrew. 	<ul style="list-style-type: none"> - clear narratives within and across the periods they study. - should understand how our knowledge of the past is constructed from a range of sources. 		<p>BBC History - The Battle of Britain and beyond. Link: BBC interview - What was it like to fight in the Battle of Britain? Link: BBC - Former fighter pilot recalls the RAF's finest hours. Children's timelines. Marker pens and rulers. Presentation: The Battle of Britain. Hoops. Tablets or laptops that can record audio and a large space for recording. Print in advance: Activity: Sorting statements (cut up, one for each group of three). Activity: Pilot interview</p>
<p>Three: What do sources tell us about the Blitz?</p>	<p>To make inferences about the Blitz using images.</p>	<ul style="list-style-type: none"> - I can describe the important details on a photograph. - I can make inferences from a photograph. - I can use inferences to make some deductions about the Blitz. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - the Blitz - air raid shelter - Anderson shelter - blackout - RAF - Luftwaffe - propaganda 	<p>Watch: Teacher video: Sources of evidence Have ready: Link: Kapow Primary timeline. Link: BBC History - The Blitz. Sugar paper. Marker pens. Presentation: Sources of evidence. Print in advance: Resource: Photographs. Resource: Photographs. Activity: Sentence starters.</p>
<p>Four: What was evacuation like</p>	<p>To understand the emotions and experiences of children during the evacuation.</p>	<ul style="list-style-type: none"> - I can identify the reasons for evacuation. - I can make observations and inferences about how 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> - air raid - Anderson shelter - blackout - evacuation - evacuee 	<p>Watch: Pupil video: Evacuation Have ready: Link:</p>

<p>for children? (Part 1)</p>		<p>children thought and felt about evacuation.</p> <ul style="list-style-type: none"> - I can demonstrate the feelings and thoughts of evacuees in a 'freeze frame'. - 	<ul style="list-style-type: none"> - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - should understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - gas mask - host family - identity tag - propaganda - ration book 	<p>Kapow Primary timeline. Presentation: Evacuation. Link: BBC Bitesize - Interviews with evacuated children. A device to take photographs. Print in advance: Activity: Freeze-frame Resource: Images</p>
<p>Five: What was evacuation like for children? (Part 2)</p>	<p>To evaluate the accuracy and reliability of sources.</p>	<ul style="list-style-type: none"> - I can make inferences from a primary source. - I can create my own primary source describing evacuation. - I can evaluate the reliability of a primary source. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - accuracy - audience - bias - creator - evacuation - evacuee - host family - identity tag - propaganda - purpose 	<p>Watch: Teacher video: Testing the reliability of evidence Have ready: Link: Kapow Primary timeline. Presentation: Creating an eyewitness account. Flipchart or whiteboard. Whiteboards. Markers.</p>
<p>Six: What impact did WW2 have on women's lives?</p>	<p>To identify the impact of WW2 on women's lives.</p>	<ul style="list-style-type: none"> - I can explain why women's roles changed. - I can describe job roles fulfilled by women during WW2. - I can research and present information. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources. 	<ul style="list-style-type: none"> - Air Transport Auxiliary (ATA) - Auxiliary Territorial Service (ATS) - propaganda - Special Operations Executive (SOE) - Women's Auxiliary Air Force (WAAF) - Women's Land Army - Women's Royal Naval Service (WRNS) 	<p>Watch: Teacher video: Continuity and change Teacher video: Similarities and differences Have ready: Link: Kapow Primary timeline. Presentation: Recruitment poster Presentation: Women of WW2 Link: The role of women in WW2 on BBC. Laptops or tablets. Link: Kiddle.</p>

<p>Seven:</p> <p>Why did people migrate to Britain during and after World War 2?</p>	<p>To explain why migrants come to Britain.</p>	<ul style="list-style-type: none"> - I can name the groups who came to Britain pre-1066. - I can explain why people came to Britain pre-1066. - I can explain some push and pull factors for coming to Britain. - I can describe some experiences of migrants to Britain. 	<ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> - African descent - black Caribbean - emigration - immigration - Jews - Kindertransport - labour supply - migrant migration - refugee 	<p>Have ready:</p> <p>Presentation: Quizmaster: Presentation: Migration to Britain. Link: BBC School Radio - The last train from Prague Print in advance: Activity: The World War 2 Caribbean heroes. Activity: Windrush sources. Activity: Recording inferences. Activity: Diamond nine cards. Activity: Migration sorting cards.</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. What treaty ended World War 1? 2. How was Germany punished after World War 2? 3. Why did the Germans want air supremacy over Britain in July 1940? 4. Why did the Germans bomb British cities? 5. Which groups of people were evacuated away from cities? 6. Why were people evacuated from the cities? 7. Why did the British government produce posters persuading mothers to leave their children in the countryside? 8. Why did women need to work during WW2? 9. How did WW2 change women's lives? 10. What impact did WW2 have on children's lives? 					



Summer 2, Unit 3: What does the census tell us about our local area?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What does the census tell us about the people living in our local area?</p>	<p>To use the census to make inferences about people from the past.</p>	<ul style="list-style-type: none"> - I can use the census to make inferences about people from the past. - I can provide supporting evidence for statements. - I can interpret evidence and explain answers. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - census - enumerator - schedule - enumeration books - head of household - scholar - condition 	<p>Watch:</p> <p>Teacher video: Using the census</p> <p>Teacher video: Historical enquiry using the census.</p> <p>Have ready: Interactive presentation: Investigating the past of our local area.</p> <p>Interactive presentation: Using the census.</p> <p>Interactive presentation: Census quiz.</p> <p>Whiteboards.</p> <p>Marker pens.</p> <p>Alternative extract from the census for your locality to use in place of the extract used in the Interactive presentation:</p> <p>Using the census and the Activity: The Towers family if you prefer</p> <p>Print in advance: Activity: The Towers family</p>

					<p>Activity: Watercourse Alley census</p> <p>Activity: Watercourse Alley statements</p> <p>Activity: Watercourse Alley statements</p> <p>Activity: Watercourse Alley statements</p> <p>Answer sheet: Watercourse Alley statements</p> <p>Answer sheet: Watercourse Alley statements</p> <p>Answer sheet: Watercourse Alley statements</p>
<p>Two:</p> <p>What happened to Mary Bucktrout? (Part 1)</p>	<p>To use the census to investigate how the lives of people in the past changed.</p>	<ul style="list-style-type: none"> - I can make observations from the census. - I can identify changes between periods of time on the census. - I can make inferences to explain the changes. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - textiles - flax - flax mill spinner - joiner - observation - inference 	<p>Watch:</p> <p>Teacher video: Using the census</p> <p>Teacher video: Historical enquiry using the census.</p> <p>Have ready: Presentation: 3, 2, 1</p> <p>Presentation: Mary Bucktrout Kapow Primary timeline</p> <p>Interactive presentation: Following Mary Bucktrout</p> <p>Presentation: Analysing evidence</p> <p>Whiteboards and pens.</p>

					<p>Print in advance: Activity: Extract from the 1841 census Activity: The 1851 and 1861 census. Activity: Making inferences Activity: Jigsaw puzzle</p>
<p>Three: What happened to Mary Bucktrout? (Part 2)</p>	<p>To use primary sources to find out about the working conditions of children in factories.</p>	<ul style="list-style-type: none"> - I can identify the dangers in a textile mill. - I can create questions to identify the thoughts and feelings of a Victorian working child. - I can create a realistic interpretation of Mary Bucktrout's experiences. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - textile mill - flax - yarn - carding - bobbins - William Dodd - Shilling - flax linen - can-hooker - piecer 	<p>Watch: Teacher video: Historical enquiry using the census Teacher video: Effective questioning. Have ready: Presentation: Explain the answer Presentation: Working in a textile mill Presentation: Mary Bucktrout's experiences in a textile mill Link: BBC Bitesize - Children working in textile mills. Whiteboards and marker pens. Large indoor space for the hot seat activity. Print in advance: Activity: Mary Bucktrout's role play</p>

					Activity: Mary Bucktrout's role play
<p>Four:</p> <p>How did Mary Bucktrout feel about the key events in her life?</p>	<p>To recreate the thoughts and feelings of Mary Bucktrout.</p>	<ul style="list-style-type: none"> - I can identify the key parts of Mary's life. - I can reconstruct Mary's thoughts and feelings. - I can create a diary extract for a key event in Mary's life. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - can-hooker - piecer - overlooker - reconstruct 	<p>Watch:</p> <p>Teacher video: Historical enquiry using the census</p> <p>Teacher video: Historical interpretation</p> <p>Have ready: Link: BBC Bitesize - Children working in textile mills from 0:49 to 1:52.</p> <p>Presentation: Expand and add detail</p> <p>Presentation: Key events in Mary's life</p> <p>Interactive presentation: Mary's thoughts and feelings</p> <p>Presentation: What happened to Mary Bucktrout</p> <p>The children's completed</p> <p>Activity: Mary Bucktrout's role play from Lesson 3.</p> <p>Print in advance: Activity: Making inferences about Mary</p> <p>Activity:</p>

					Making inferences about Mary Activity: Mary's post-mill experiences
Five: Who lived in our local area? (Part 1)	To reconstruct the lives of people in a household using the census.	<ul style="list-style-type: none"> - I can extract information from the census. - I can recreate the lives of people in a household from the local area. - I can summarise details of the household. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - suffragette - head of household 	<p>Watch: Teacher video: Using the census Teacher video: Historical enquiry using the census Have ready: An extract from the census for eight different households in one street in the local area with houses originating from 1881 -1911 Use link: Find my past and search using the address option or visit your local library or archives for free access to the census - one extract for one household for each group of four children. An old map of the local area to show the children (use the link below or visit your local library or</p>

					<p>archives for advice.) Link: Ordnance Survey Maps of England and Wales 1842-1952 from the National Library of Scotland for a side-by-side comparison with a modern map Recent and old photographs from the street selected for the children to investigate. These can be obtained from your local library or archives. Presentation: In the spotlight Presentation: Census investigation Link: National Archives - Census detectives - Source four. Print in advance: Activity: Factfile</p>
<p>Six: Who lived in our local area? (Part 2)</p>	<p>To compare census returns and identify continuities and changes in a household.</p>	<ul style="list-style-type: none"> - I can extract information from the census. - I can decide whether a family was rich or poor. - I can compare census extracts to identify continuities and changes. 	<ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - A local history study. 	<ul style="list-style-type: none"> - comparing - governess 	<p>Watch: Teacher video: Historical enquiry using the census Teacher video: Change and continuity.</p>

				<p>Have ready:</p> <p>Activity:</p> <p>Factfile - the children's completed versions from the previous lesson (see History, Year 6, What does the census tell us about people living in the local area?, Lesson 5: Who lived in our local area? (Part 1)).</p> <p>The eight extracts from the census used in Lesson 5.</p> <p>Eight extracts for the households that the children investigated in Lesson 5 from the census that is ten years after (or before) the census previously used.</p> <p>An old map of the local area to show the children.</p> <p>Link:</p> <p>Ordnance Survey Maps of England and Wales 1842-1952 from the National Library of Scotland for a side-by-side comparison with a modern map.</p>
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				<p>Recent and old photographs from the street selected for the children to investigate. These can be obtained from your local library or archives.</p> <p>Presentation: Agree or disagree</p> <p>Interactive presentation: The Maund household.</p> <p>Presentation: Conclusions</p> <p>Flipchart or whiteboard.</p> <p>Link: National Archives - Census detectives - Source 4.</p> <p>Print in advance: Activity: Comparing census extracts</p> <p>Activity: Comparing census extracts</p>
<p>Assessment:</p> <ol style="list-style-type: none"> 1. What sources can you see to find out about your local area's history? 2. What does the census do? 3. What information can you find in the census? 4. How was the information for the census collected in 1851? 5. Why is the census sometimes difficult to use? 6. How would the sources below help you to find out about the history of your local area? 				