

What can a source prove?

TEACHING PLAN | LH_W3 | Tuesday 10:10–10:50 | 40 minutes

Outcome: Evaluate an archive record and distinguish evidence from authority.

Prepare: Print the matching pupil sheets. Provide pencils and coloured pencils; pointing or adult scribing is available.

Use LH_W3.pptx and LH_W3_Pupil_Sheets.pdf. The same labelled source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

Useful for a passenger or journey question: the record was made for the voyage. Limited for a feelings question: administrative details are not a full personal account.

13–17 min | Choose

Which claim goes beyond the list? Pupils choose before discussion.

17–20 min | Check

A passenger list cannot establish everyone's feelings. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Useful for what? What else would you need? Receive one pupil request and agree who will take one realistic next action.

Watch for: A primary source is not automatically complete or neutral. A belief source is not a passenger record.

Worked answers and teaching notes

STAFF COPY | LH_W3 | Show after a first attempt

First decision

C — A passenger list cannot establish everyone's feelings.

Task 1

Record what the source is, when it was made and what it is useful for.

Passenger list; 1948; useful for recorded passengers/journey details.

Task 2

Write a judgement with one supported claim and one limit.

Accept a supported specific claim and a limit about motives, experiences or missing voices.

Task 3

Name each source type. Explain how A1 and B1 could support a fair way for the fictional volunteer to contribute.

A1: Christian sacred text/Jesus' teaching; fair treatment follows the stated reciprocal rule. B1: humanist ethical explanation; considering the volunteer's experience and wellbeing can support inclusion.

Application is our reasoned inference, not a reported event.

Access and evidence

Accept speech, pointing, drawing or the pupil's own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

LAUNCH Weekly Autumn SOW: Humanities C48; RE C202

SECONDARY SOURCE CARD describing an archival original: The National Archives passenger list.

<https://www.nationalarchives.gov.uk/education/resources/bound-for-britain/source-3/>

<https://www.biblegateway.com/passage/?search=Matthew+7:12&version=KJV>

<https://humanists.uk/humanism/>

Integrated cover choice: this one period carries Humanities and RE outcomes. Tasks 1–2 principally address Humanities; task 3 explicitly addresses RE. In the independent stage, reserve 8 minutes for Humanities tasks 1–2 and 4 minutes for the RE task, then improve both during the following 5 minutes. Read the RE source board within the source-reading stage or at the start of its task. This is a cover-planning decision, not a new school timetable ruling.