

What can a source show?

Autumn 1 · Week 3 · 40 minutes

Evaluate a digital archive source by distinguishing creator, custodian, document date, usefulness and limits.

Prepare and teach

Tuesday 10:10-10:50. LAUNCH Weekly - Autumn, Humanities C48. Humanities-only lesson. LAUNCH's separate RE outcome is not claimed within this pack.

- Open the 12-slide deck; print one pupil booklet per learner. Keep this guide separate from pupil copies.
- Read the source cards and answer guidance before teaching. Use the supplied offline sheets; live links are optional.
- Have pencils, highlighters and movable labels available.

Slides	Minutes	Use
1–3	7	Enquiry, retrieval and vocabulary
4–5	9	Read evidence and model thinking
6–7	8	Guided practice and hinge check
8–9	10	Independent response and explanation
10–12	6	Check, listen, improve and exit

Assessment evidence

Keep the first response and a later correction. Note the response method, adult support and one reason the pupil gave. A completed sheet alone does not demonstrate independent understanding.

TEACHING GUIDANCE

Teach, check, respond

Vocabulary

Creator | made the document.

Custodian | keeps the record.

Provenance | origin and purpose.

Utility | useful for a question.

Model and guided practice

Model: WHAT IT RECORDS Names, ages and stated occupations. WHAT IT DOES NOT Each motive, a job secured, or later life.

Together: Error 1: the archive ran the ship. Error 2: a scan upload date is the voyage date. Error 3: an occupation proves a motive.

Hinge decision

Which evaluation fits the enquiry? A. Official means accurate for every question. B. Useful for recorded occupations, limited for motives. Choose, then explain the limit.

Ask for simultaneous choices, then a reason. If the reason reveals the misconception, revisit one evidence detail before releasing the independent task.

Access without lowering the thinking

Provide the field table and a choice of two corrections. Scribe the pupil's source-specific reasoning.

Allow pointing, signing, speech, drawing, writing, dictation or directing an adult. Offer a pass on personal sharing. Use fictional examples; never require a migration story, home address or family disclosure.

Extend the reasoning

Compare what the original image and modern summary permit you to check. Suggest a corroborating source and a question for it.

Pupil voice with a response

Offer space and a response choice. Listen, then read the meaning back. Invite the pupil to correct your interpretation. Agree one useful teaching change and act on it next lesson; tell the pupil what their feedback changed.

KEEP SEPARATE FROM PUPIL SHEETS

Answers and misconceptions

1. Creator/custodian: the shipping list was a voyage/arrival record; The National Archives is its present custodian. Do not substitute the archive for the historical record-maker.
2. Date: the document concerns June 1948. The image URL contains a later upload path; that does not date the voyage and does not establish the first digitisation date.
3. Occupation is a recorded field; it is not a direct statement of motivation or proof that work was secured.
4. Model: This list is useful for investigating occupations recorded for people on this voyage, because names and occupations appear together. It is limited for motives, because the form does not directly ask why they travelled. A personal account could help, but would represent a particular viewpoint.
5. Hinge B. Cross-check spelling and distinguish original image, transcription, metadata and our summary.

Watch for these errors

- A digital copy of a primary document can preserve its evidential value. It is not automatically a secondary source.
- Official records can contain mistakes or omissions. Do not give a blanket reliability score.
- The image, the catalogue description and our modern summary are three different things.

Source details

The pathway Start Here guide contains the original lesson links, factual references and image credits. Source cards are newly written summaries unless explicitly labelled as original-document images. Refer to the larger source sheets when a projected detail is hard to read.