

THINGS LEFT BEHIND

WALTER ARCHIVE SOURCE PACK

Printable A4 source sheets

Genuine archive material from the supplied Walter layouts, presented for observation, inference and historical enquiry.

Walter's Story | Upper KS2 / Lower KS3

Claire Greensit | Beyond the Story Shelf

Designed to sit alongside the young-readers edition. Use one activity, a short sequence or the full enquiry.

Source A: Trevor and Sylvia, c.1953

Family archive photograph labelled in the supplied Walter layout as Trevor and Sylvia, c.1953.



Questions for pupils

- What can you observe about age, clothing and pose?
- What does this photograph tell us about family - and what can it not tell us?
- What additional source would help you date or identify the photograph independently?

Source discipline

Begin with direct observation. Use phrases such as 'The photograph shows...' before moving to 'This may suggest...'. Do not infer thoughts, feelings or motives from appearance alone.

Source B: Kirkgate shop interior

Family archive photograph labelled in the supplied Walter layout as the Kirkgate shop interior.



Questions for pupils

- What goods and shop fittings can you identify?
- How is this shop arranged differently from a modern supermarket?
- Which details suggest that serving customers was a skilled job?

Source discipline

Begin with direct observation. Use phrases such as 'The photograph shows...' before moving to 'This may suggest...'. Do not infer thoughts, feelings or motives from appearance alone.

Source C: Walter's retirement, Ripon Gazette, 4 March 1983

Archive newspaper cutting reproduced in the supplied Walter layout. It records Walter's retirement after fifty years in the grocery trade.



Questions for pupils

- Which statements are factual reporting and which are quotation or comment?
- What does the article emphasise about Walter's working life?
- Why is a retirement article useful evidence - and what might it leave out?

Source discipline

Begin with direct observation. Use phrases such as 'The photograph shows...' before moving to 'This may suggest...'. Do not infer thoughts, feelings or motives from appearance alone.

Source D: Lipton's counter

Archive photograph labelled in the supplied Walter layout as Lipton's counter.



Questions for pupils

- What products, equipment and clothing can you observe?
- What evidence is there of self-service or counter service?
- Compare this photograph with the Kirkgate shop interior. What changed?

Source discipline

Begin with direct observation. Use phrases such as 'The photograph shows...' before moving to 'This may suggest...'. Do not infer thoughts, feelings or motives from appearance alone.

Source E: Walter's 1936 headmaster's reference

No simulated document is included here. Use the original scan if you later add it to the website. Until then, these phrases are the safe classroom extract from the manuscript:

“very well behaved and trustworthy lad”

“perfectly honest and trustworthy”

Walter did not want to “remain in the one groove.”

Questions for pupils

- What qualities does the headmaster emphasise?
- Why might those qualities matter to an employer in the 1930s?
- What is the purpose of a reference, and how might that purpose affect its language?
- What does the phrase 'remain in the one groove' suggest about Walter's ambitions?
- What would you want to check against another source?

Using the archive critically

A family archive is powerful precisely because it is partial. Photographs preserve a moment; a newspaper article selects what is newsworthy; a reference was written for a purpose. Pupils should be encouraged to ask who created each source, when, why and what is missing.

A useful routine

- 1. Observe: what can I see or read directly?
- 2. Infer: what might this reasonably suggest?
- 3. Question: what can this source not tell me?
- 4. Corroborate: what other source could support or challenge the claim?
- 5. Communicate: use cautious language when the evidence is incomplete.