

Global Citizenship – An Interdisciplinary Approach in Primary School

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World War II & The British Indian Army

Social Studies focus – Considering the contribution of the British Indian Army in WW II.

- Learning context:
 - Alongside the usual teaching of World War II, use the resources of <https://www.colourfulheritage.com/project/s/schools/> to study the British Indian Army.
 - Highlight the numbers that were involved and the specific role of Force K6 who were stationed in Scotland after surviving Dunkirk
 - Encourage pupils to think about their lives post war and how this was same or different to Scottish veterans
 - Encourage discussion around why their stories are not commonly known.
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Focus: World War II & The Indian Army

Stage: Second Level

Mathematics

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.

MNU 2-20b

Literacy

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

Social Studies

I can use primary and secondary sources selectively to research events in the past.

SOC 2-07a

I can discuss why people and events from a particular time, in the past were important, placing them within a historical sequence.

SOC 2-06a

Expressive Arts

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

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Learning Context

Social Studies:
World War II

Global Citizenship Focus:
Contribution of the Indian Army

ICT and Technologies

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Religious and Moral Education

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

(Consider the needs of the British Indian Army veterans – where they treated fairly? Why is there so little awareness of their contributions?)

Health and Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-10a

Sustainable Development Goals

SDG 16: Peace and Justice

Focus for Assessment

SAY: Present a ppt comparing the stories of two veterans, one Scottish and one Indian who settled here

MAKE: Create your own crest for a joint Scottish and Indian Army

WRITE: Write a diary entry for an Indian soldier who was bought to Scotland after being rescued in Dunkirk

DO: Conduct an online survey to investigate what awareness the wider school/community have of the contribution of the Indian Army. Participate in a debate arguing for and against a motion about the contribution of the Indian Army to the world war effort (Pupils can pick the specific context for this, based on what they have learned)