# Global Citizenship – An Interdisciplinary Approach in Primary School

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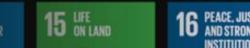


















# World War II & The British Indian Army

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 <a href="https://www.colourfulheritage.com/projects/s/schools/">https://www.colourfulheritage.com/projects/s/schools/</a> 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.



## Focus: World War II & The Indian Army

#### <u>Mathematics</u>

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

#### <u>Literacy</u>

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 2-01a

Stage: Second Level

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 2-08a

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### **Leaming Context**

Social Studies: World Warll

Global Citizenship Focus: Contribution of the Indian Army

#### ICT and Technologies

As lextend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, Ican apply what Ileam in different situations.

TCH 2-03a

#### Religious and Moral Education

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

RME 2-05b

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

#### Health and Wellbeing

Trecognise that each individual has a unique blend of abilities and needs. Icontribute to making my school community one which values individuals equally and is a welcoming place for all. HW8 2-10a

Sustainable Development Goals

SDG 16: Peace and Justice

#### Focus for Assessment

<u>8AY</u>: Present a ppt comparing the stories of two veterans, one \$cottish and one Indian who settled here <u>MAKE</u>: Create your own crest for a joint \$cottish and Indian Army

<u>WRITE</u>: Write a diaryentry for an Indian soldier who was bought to Scotland after being rescued in Dunkirk <u>DO</u>: "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 leamed)