



Partition Education Group Scotland

A framework for teaching and learning in
Scotland's curriculum.

A Global Citizenship Education Scotland
initiative

@PartitionEdScot @GCEducationScot

Background



PARTITION EDUCATION GROUP

HOME

ABOUT US

MEMBERS

RESOURCES

READING LIST

OUR BLOG

We're an official campaign to include Partition, South-Asian & British colonial history into the UK National Curriculum, in partnership with The Partition Commemoration Campaign and South Asian Heritage Month.

Global Citizenship Teaching Framework

We aim to develop a teaching pack similar to the Mandela resource created by WOSDEC

Section 1: South Africa and apartheid

1. What do we know about South Africa and apartheid?

GC aspects

- Power and governance
- Critical and creative thinking

SDGs & UNCRC links

- Goals 10, 16
- Article 2

Es & Os

SOC 2-16b, LIT 2-15a
SOC 3-05a, SOC 3-06a, LIT 3-15a

Suggested Lis

- ▶ To develop my understanding of South African culture and history.
- ▶ To ask literal, inferential and evaluative questions in response to images.

What you need

Timeline cards (pages 4-5)

Photos (pages 6-9)

Photo captions (page 10)

Reading for information 1 (page 11)

Post-its for recording questions

Activities

Photo carousel: Allow children time to carousel around the different images in the photo pack, writing any questions or thoughts on post-its as they go. When appropriate, share photo labels. Allow time for more questions arising from the labels.

Discuss these questions with learners:

Has anyone heard of South Africa?
Where do you think it is?
What do you think it is like?

Bigger or smaller than Scotland
(in terms of land mass and population)?
Near the sea/landlocked?
Locate South Africa on world map.
Can children begin to populate a blank map with some of the information from the photo labels?

In pairs, learners read the Reading for information sheet, highlighting any new or difficult vocabulary. Begin building a wordbank of these. If time allows, ask learners to order the South Africa timeline cards. Are there any events from this session's learning they would add to the timeline? Revisit the questions asked during the photo activity. Have any been answered? Are there any new questions arising? Record any remaining questions on post-its or flipchart to revisit during the rest of the topic.

Say, make, write, do

Can learners:

- ask a range of questions in response to the images?
- describe some key features of life in modern day and apartheid era South Africa?

Take it further

- ▶ See the 'Activities Using Images' sheet (pages 12-13) for suggestions on other ways to use these images.
- ▶ See [Apartheid Museum](#) for further activities and resources to explore the history of South Africa, apartheid and fair trade in modern day South Africa.

When Mandela danced in the Square

The activities in this resource support second and third level learners to explore Scotland's connection with Nelson Mandela and feel empowered to take action on issues of importance to them today.




This resource supports learners to:

- understand the context of apartheid South Africa, the life of Nelson Mandela and the connections to the Scottish anti-apartheid movement



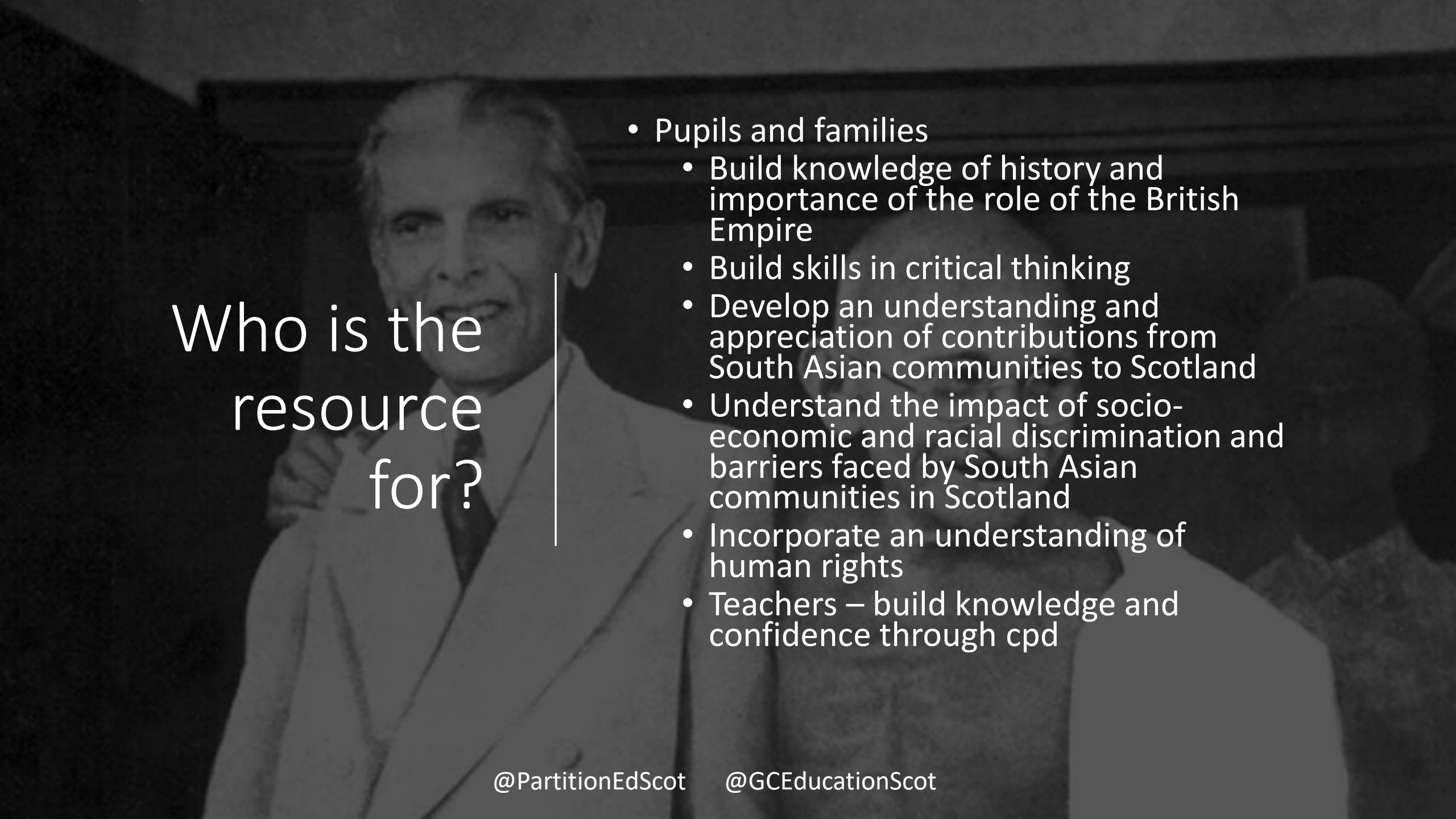
Aims of Meeting One

- Why do we need this resource?
- Who is this resource for?
- What are the key messages this resource should focus on?
- Relevance to 21st Century Scotland
- How? Linking to CfE and SDGs



Why do we need this resource?

- 7% of the UK population identifies as British Asian
 - 5% identify as being from South Asian countries (2011)
- The British Empire ruled over the sub-continent for nearly 200 years.
- Rule ended in 1947...only 74 years ago
- Partition resulted in around 2 million deaths




Who is the resource for?

- Pupils and families
 - Build knowledge of history and importance of the role of the British Empire
 - Build skills in critical thinking
 - Develop an understanding and appreciation of contributions from South Asian communities to Scotland
 - Understand the impact of socio-economic and racial discrimination and barriers faced by South Asian communities in Scotland
 - Incorporate an understanding of human rights
 - Teachers – build knowledge and confidence through cpd



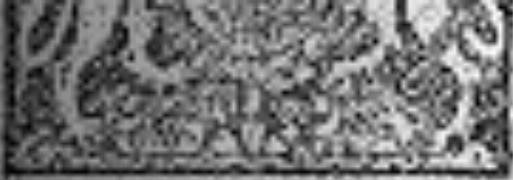
Key Messages

- British Empire and colonialism
- Role of British Raj
- Identity prior to colonialism
- Inequality
- Protests and activism
- WWI and WWII
- Immigration
- Contributions



Relevance to 21st Century Scotland

- Immigration
- Workforce
- Systemic racism
- Communities
- The future?



THE NEW
NATIONAL
HEALTH
SERVICE



Linking to CfE and SDGs

- Literacy – research, speeches, news report writing, debates
- Maths – populations, numbers displaced/dead, migration, economies
- Social Studies – historical context, inequality, human rights, protest movements, politics
- HWB – trauma, respect and tolerance
- SDGs –



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Breaking it down

- Where and when?
 - Who's who?
 - Life in British India: Class systems and privilege
 - Independence Movement
 - Aftermath
 - Immigration
 - Modern India, Pakistan, Bangladesh & Sri Lanka
 - Contributions and success stories
-





Building the resource

- Research and analysis of materials
- Building a bank of lived experiences
- Pupil Voice and contribution of their heritage
- IDL planners for teacher support
- Pilot projects/teacher and or pupil focus groups

Feedback?

- Agreement that there is a significant lack of knowledge in Scottish system about history of Empire and partition
- Resource will be valuable to increase representation for pupils and families from South Asia but also for the wider population
- Development of resource should include voices of young people and factors shaping their identity as South Asian Scots.
- Development of resource should also include the real-life experiences of parents and grand parents who can share their memories and stories of living through the partition.



Next Steps

- Share this introduction with wider profession to raise awareness and grow membership of the working group
- It was agreed to develop a survey of parents and families about what they would like to see included in this new resource.
- This will help inform the next steps of development.
- Development will also include a focus-group with young people (primary and secondary) to gauge their experience of representation of South Asian history and culture in Scottish education, and to gain an understanding of their sense of identity.