

The DLI in Colonial India

session	Focus area	Subjects covered	Learning outcomes	Activities	resources
1	Who was Queen Victoria and why is she important?	History	Identify images of Queen Victoria. Recall that she is the longest serving British monarch to date. Understand that during her reign there was great expansion of the British Empire.	Show children image of Queen Victoria - who is she? When did she reign? In pairs carry out research on internet and find out facts relating to Queen Victoria's reign and personal life, e.g. How long did she reign? How old was she when she became Queen? Who did she marry? How many children did she have? Was she a popular queen? Produce non-chronological report containing facts on Queen Victoria with headings on: her reign, family life, homes, key achievements, popularity	Access to ICT suite and internet, image of Queen Victoria, jotters for note-taking.
2	How did British Empire grow during Queen Victoria's reign?	History, geography, PSHCE	Mark on a world map areas of the world that were part of the British Empire by the time Queen Victoria died. Name some countries that became part of the empire during her reign.	Look at map of British Empire by end of 19 th century. Identify key countries that were part of the British Empire at this time - Australia, New Zealand, South Africa, Nigeria, Egypt, India, Burma, etc. Discuss significance of Queen Victoria's power - ruled $\frac{1}{4}$ of world's population at that time; control over 1/5 of earth's land surface. Give children copies of blank world map and ask them to shade in areas of world that were part of the British Empire by end of 19 th century and label some of the key countries. Discuss role of the building of the Suez Canal in making eastern countries more accessible to Britain and other parts of the western world.	Map of British Empire, blank world maps
3	How did Queen Victoria become 'Empress of India'?	History, PSHCE	Retell events leading up to Queen Victoria becoming Empress of India.	Prepare a powerpoint telling the story of the crisis in India and how the British army intervened and Queen Victoria became Empress of India. Children retell story in own words.	Lynsey prepared a PowerPoint about the historical background to share with children.
4	How did Britain and India benefit from Queen Victoria becoming 'Empress of India'?	History, PSHCE, DT	Describe some of the benefits for both India and Britain when Queen Victoria became Empress of India.	Recall the events that led to Queen Victoria becoming Empress of India. What did India gain from this? What did Britain gain? Make a list of the children's suggestions. Discuss the benefits for trade by gaining control of India. Look at images of tea fields and tea pickers as an example of an important industry and source of trade. (Link to DT topic - How do you take your tea?)	Images of tea fields and tea pickers

5	What was the DLI and how are they linked with British Empire in India?	History, Geography	Recall dates when DLI were stationed in India. Name places where the DLI were stationed. Begin to understand how looking at artefacts from the DLI will inform us of the British role in colonial India.	Remind children how once India was part of the British Empire, British soldiers were needed in the country. Explain that local soldiers, members of the Durham Light Infantry, were sent to India to work. When? Identify dates on timeline. Where? Look at map of India and which parts of the country they were stationed in. Explain that there will have been other British regiments working in India also. Children to mark on a map of India the key places where the DLI were stationed.	Map of India
6	How important were DLI in controlling spread of plague?	Literacy, History	Describe impact plague was having on the native and British people. Describe approach used by DLI to prevent spread of plague. Comment on how effective these measures were.	Recall work from this week's literacy lesson on 'The Secret Garden' by Frances Hodgson-Burnett. At the beginning of the novel where is the action set? Why is Mary Lennox in India? What happens to her family? Explain that although the novel is fictional, families of British soldiers living out in India had to face such terrible illnesses and plagues. Share with children extracts from 'The Bugle' where it is reported how the DLI soldiers had to deal with an outbreak of the plague in Poona where they were stationed. What approach did they have to try and get rid of the plague? Was it effective? How do you know? Children to describe the work of the DLI in combating the spread of the plague.	Extract from 'The Secret Garden' Extracts from 'The Bugle' relating to the DLI's work with the plague.
7	Interpreting historical documents to learn about the McBain family and their life in India.	History	Create a family tree for the McBain family based on information in archives.	Remind children that local regiment the DLI were stationed in India and played an important part in colonising the country. Show children copy of army service record for Hubert McBain who was a soldier in the DLI. What can we learn about Hubert McBain from looking at this historical document? Children work in groups to make a list of facts about Hubert McBain. Then show children the marriage/baptism certificate for Sergeant Hugh McBain - are the two men related? How? Work with the children to establish that Hugh is Hubert's father, and Hugh was born out in India while his father was stationed there. How many children did Hugh McBain and his wife have? Ask children to draw a family tree for the McBain family, using the information from the two documents	Copies of Hubert McBain's army service record, copies of marriage and baptism certificates for Hugh McBain.

				they have been given.	
8	Interpreting historical documents to learn about the McBain family and their life in India.	History	Extend knowledge of McBain family, e.g. interests and hobbies; by interpreting photographs.	<i>Possible visit to Durham County Record Office to look at photographs first hand.</i> Share with children photographs of the McBain family - what can you see? What are they doing? What hobbies did they have? Do you think they enjoyed living in India? Which parts of British life did they take with them? Discuss the clothing they are wearing in the photos.	Range of photographs of the McBain family.
9	Interpreting historical documents to learn about the McBain family and their life in India.	History. Literacy	Write a biography for one member of the McBain family.	Recap what children have learnt about Hubert McBain from the historical documents they have looked at in the previous two sessions. Record a list of information on board, e.g. born India 1894, joined DLI in.... Once list of information is completed, model to children how to write it as a biography. Children to produce their own biographies for a member of the McBain family.	Information gathered in previous weeks on members of McBain family.
10	To understand the extent of British colonisation and what aspects of British life the soldiers took with them to India.	History, PSHCE, Literacy	Identify sports, traditions and other aspects of British life that DLI soldiers and their families took with them to India.	What do you know about Indian culture? Make a list of children's suggestions on board, e.g. wearing saris, types of food, follow Hindu religion, etc. Did the British soldiers and their families adopt these traditions when they were living in India? Show children examples of photographs showing soldiers and their families carrying out very British traditions in India - cricket, tennis, golf, polo, church, picnics, Christmas celebrations, etc. Children to imagine they are a DLI soldier and write a letter to a friend/family member back home - describe what you have been doing, including the many British hobbies, sports and traditions.	Photographs of British soldiers and their families carrying out British traditions, hobbies and past times.
11	Role and treatment of native servants by army officers and their families.	History, PSHCE	Describe attitudes and treatment of native servants by army officers and their families.	Refer to sections of 'The Secret Garden' where it describes how Mary Lennox treats the servants both in India and at Misselthwaite Manor - how does she treat them? Do you think her treatment of the servants in India would be typical for British soldiers and families? Look at some images from DLI collection of officers with servants, or the servants' role in the family. What do all the photographs have in common? Discuss clothing worn by servants, the position on the photographs, how they are interacting with the	Extracts from 'The Secret Garden', Photographs of servants

				<p>soldiers and the families.</p> <p>Work with partner to produce short play script to show how the soldiers and families would have interacted with the native servants.</p>	
12	<p>Understanding the impact weather conditions in India had on DLI soldiers and their families.</p>	<p>Geography, History, Literacy</p>	<p>Identify the climate and weather conditions in India. Describe the effect of extreme weather conditions on the daily life of British soldiers and their families.</p>	<p>What is the weather like in India? Record children's ideas on board. Discuss why they think the weather is like this.</p> <p>Show children images from DLI collection of snow in India. Also read extracts from 'The Bugle' where a monsoon is described.</p> <p>Have your perceptions of weather in India changed? Write diary entry from point of view of a British soldier, describing the extreme weather conditions faced in India.</p>	<p>Extracts from 'The Bugle' describing a monsoon.</p>
13	<p>Describe both positive and negative aspects of life in India for the DLI soldiers.</p>	<p>History, PSHCE</p>	<p>List positive and negative features of colonial life in India for soldiers in the DLI.</p>	<p>Recap areas covered in this unit of work.</p> <p>Show children a two-column chart labelled positive and negative. Ask them to suggest things that they have learnt about the British army in India to go in each column. Record suggestions in chart. Ask them to conclude whether overall they agree or disagree with the British take over of India.</p> <p>Complete own version of the chart in books and write a summarising statement giving own opinions of the British Empire in India.</p>	