

GLP curriculum – history exemplification case studies

Key Stage 2 exemplification case study 1: TEACH – teaching emotive and controversial history, Rose Blanche

Resource		Global learning opportunities		National Curriculum links	
Title/Activity	Summary	GLP theme	Evidence of global learning	Content	Context
<p>Teaching Emotive and Controversial history: Rose Blanche http://www.history.org.uk/resources/primary_resource_1140,1149_1.html</p> <p>A story of childhood during the Second World War. The online resource consists of suggestions for activities to explore the impact of war and difficult times.</p>	<p>Rose Blanche is a fictional story, loosely based around some of the events surrounding the Holocaust. It can be used to respond to questions like ‘what should I do to help someone who is in trouble?’</p>	<p>Relationships between different countries, and between different peoples within countries.</p>	<p>Pupils explore what is fair and unfair, and reach their own conclusions.</p>	<p>Study of an aspect or theme that extends pupils’ chronological knowledge beyond 1066.</p>	<p>Much of Key Stage 2 history is about conquest, conflict and settlement. This activity can be readily adapted to many situations in the history curriculum.</p>

Key Stage 2 exemplification case study 2: Treasures of Maqdala

Resource		Global learning opportunities		National Curriculum links	
Title/Activity	Summary	GLP theme	Evidence of global learning	Content	Context
<p>Treasures of Maqdala http://www.linkethiopia.org/school-links/teaching-resources/primary-resources/#black</p> <p>This resource consists of the outline of story, a presentation, sorting cards and suggestions for follow up activities.</p> <p>Could easily be amended to use artefacts from your local museum – how did they get into the museum, who did they come from, who do they belong to, where should they be on display?</p>	<p>A British expedition to Ethiopia defeats the Ethiopians and brings back to Britain many treasured objects. A number of these objects are now held in British museums. Ethiopia has asked for their return. Should they be returned to Ethiopia?</p> <p>For further information see: http://www.vam.ac.uk/content/articles/t/treasures-from-ethiopia/</p>	<p>Interdependence</p> <p>Historical relationship between rich countries and poor countries.</p> <p>Changing attitudes to poorer countries.</p>	<p>Seeing things from different perspectives.</p> <p>Reaching a conclusion.</p>	<p>Empire</p> <p>Significant individuals</p> <p>Historical debate and discussion</p>	<p>A local history study – using a museum or artefact collection near you.</p> <p>Study of an aspect or theme that extends pupils' chronological knowledge beyond 1066.</p>

Key Stage 2 exemplification case study 3: Non-European Society – the Maya

Resource		Global learning opportunities		National Curriculum links	
Title/Activity	Summary	GLP theme	Evidence of global learning	Content	Context
The Maya – did they sow the seeds of their own destruction?	What do we know about the Maya? Why did their civilisation disappear so rapidly around 1300?	Rise and fall of empires. Sustainable living Development Education criteria: knowledge of developing countries, their economies, histories and human geography.	Exploring the evidence and reaching a conclusion based on evidence.	Non-European Society [Option one of three]	Understand historical concepts such as continuity and change, cause and consequence.

Key Stage 3 exemplification case study 1: TEACH – teaching emotive and controversial history, Indian Rebellion

Resource		Global Learning Opportunities		National Curriculum Links	
Title/Activity	Summary	GLP Theme	Evidence of Global Learning	Content	Context
<p>Teaching about the 1857 Indian Rebellion: http://www.history.org.uk/resources/primary_resource_1140_1152_1.html</p> <p>A rationale for teaching this topic, and suggestions of enquiry questions as well as a 'talking head' clip where the author discusses issues surrounding the topic.</p>	<p>Why study the 1857 Indian Rebellion?</p> <p>What makes the 1857 Indian Rebellion such an emotive and controversial issue?</p> <p>How can we help pupils to explore the complexity of the Indian Rebellion?</p> <p>What makes a good enquiry question about the 1857 Indian Rebellion?</p>	<p>Knowledge of developing countries, their economies, histories and human geography.</p>	<p>Communicating an argument, taking account of different viewpoints and drawing on what they have learned through research, action and debate.</p> <p>Analysing the impact of the actions people take on communities and the wider world, now and in the future.</p>	<p>This activity could be used to support the teaching of...</p> <p>Pointers and questions to help teachers produce their own meaningful enquiry on the Indian Rebellion of 1857.</p> <p>The Indian Rebellion provides a rich context for the study of interpretations of history. The Rebellion continues to be the focus of intense scholarly debate and competing popular representations.</p>	<p>Britain in the 19th century Empire</p>

Key Stage 3 exemplification case study 2: Asians in Britain

Resource		Global learning opportunities		National Curriculum links	
Title/Activity	Summary	GLP theme	Evidence of global learning	Content	Context
<p>Asians in Britain: www.bl.uk/learning/histcitizen/asians/asiansinbritain.html</p> <p>Using the resources of the British Library to explore the lives of Asians in Britain, especially from 1858–1950.</p>	<p>These web pages use sources in the British Library's collection to trace the long history of Asians in Britain, focusing on the period 1858–1950. They explore the subject through contemporary accounts, posters, pamphlets, diaries, newspapers, political reports and illustrations, all evidence of the diverse and rich contributions Asians have made to British life. There are also video clips and photos.</p>	<p>Knowledge of developing countries, their economies, histories and human geography.</p> <p>Have a growing understanding of their connections to other people and places.</p>	<p>An ability to ask complex questions, challenge assumptions and value other perspectives</p> <p>An ability to effectively communicate with people from other cultures and places.</p>	<p>Migration into Britain</p> <p>The impact of Asians during the First World War and Second World War.</p> <p>The contribution of people from South Asia to British life, politics and culture.</p>	<p>Britain in the 19th century and 20th century</p> <p>Empire and colonisation</p> <p>Decolonisation</p> <p>Migration</p>

Key Stage 3 exemplification case study 3: The wealth of Africa

Resource		Global learning opportunities		National Curriculum links	
Title/Activity	Summary	GLP theme	Evidence of Global Learning	Content	Context
<p>The wealth of Africa: www.britishmuseum.org/learning/schools_and_teachers/secondary/wealth_of_africa.aspx</p> <p>These free online resources from the British Museum support the teaching of the history of Africa and the history of the British Empire. They draw on the British Museum's collection, including illustrations, photographs, textual sources and research.</p>	<p>Human history began in Africa millions of years ago, and contemporary Africa is often in the news. These educational resources provide a series of case studies to support the teaching of the history of Africa and the history of the British Empire.</p> <p>Each section draws on the British Museum's collection, along with illustrations, photographs and textual sources, and is based on research being carried out at the British Museum.</p>	<p>Knowledge of developing countries, their economies, histories and human geography.</p> <p>Knowledge of the basic elements of globalisation.</p>	<p>Showing an awareness of how and why we are linked to other countries.</p> <p>Growing in ability to recognise, evaluate and question other points of views.</p> <p>Showing an awareness of how and why we were historically linked to other countries.</p>	<p>African Civilisations</p> <p>Colonial Rule</p> <p>The Slave Trade</p> <p>Money in Africa</p> <p>Each case study consists of a presentation, teachers' notes and pupil worksheets.</p>	<p>Ideas, industry and Empire, Britain 1745–1961</p> <p>Challenges for Britain, Europe and the wider world, 1901 to present day</p> <p>End of Empire</p>

Key Stage 3 exemplification case study 4: Let Us Die Like Brothers CWGC – South African labour Corps

Resource		Global Learning Opportunities		National Curriculum Links	
Title/Activity	Summary	GLP theme	Evidence of global learning	Content	Context
<p>Let Us Die Like Brothers. Free CD-Rom available from Commonwealth War Graves Commission.</p> <p>To order, visit: www.cwgc.org/learning-and-resources/primary.aspx</p>	<p>On 21 February 1917 the troopship SS Mendi was carrying the final contingent of African recruits, the South African Native Labour Corps, across the English Channel to serve in France. Struck by another ship, the Mendi sank and more than 600 of the 800 died.</p>	<p>Knowledge of developing countries, their economies, histories and human geography.</p>	<p>Showing an awareness of how and why we were historically linked to other countries.</p> <p>Able to ask complex questions, challenge assumptions and value other perspectives.</p>	<p>This activity could be used to support the teaching of...</p> <p>Through the story of a Xhosa boy called Samuel, this CD-ROM uses the Mendi tragedy to explore the hopes and dreams of those black South Africans who enlisted and examines the way they were treated and the legacy of their sacrifice.</p> <p>In addition to covering the Mendi tragedy, the teachers' notes also explore other examples of black people's involvement in the First and Second World Wars.</p>	<p>Challenges for Britain, Europe and the wider world 1901 to present</p> <p>The First World War</p> <p>The Second World War</p>