



# India

**Recommended year group:** Year 8

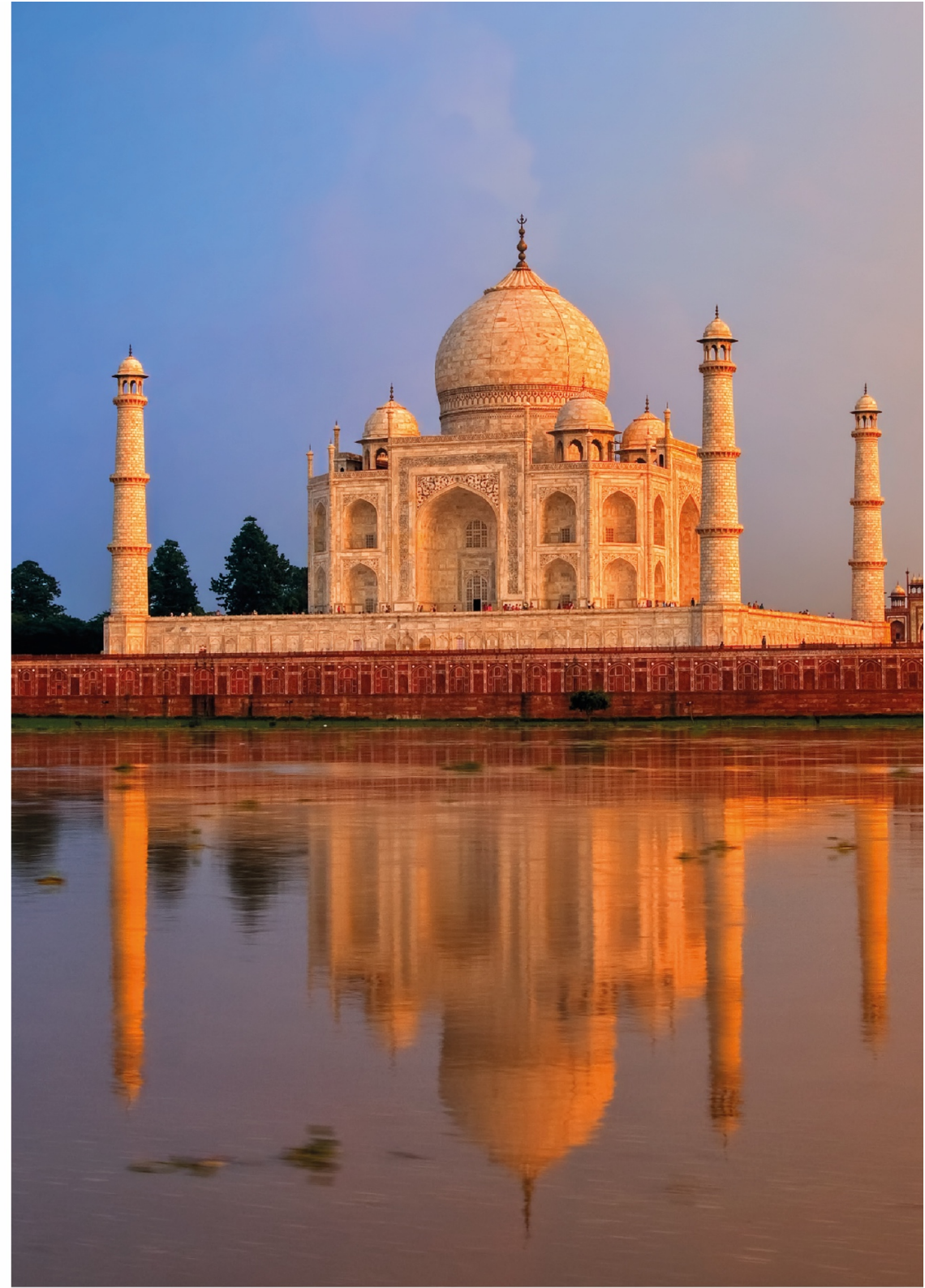
**Subject focus:** Art, Drama, English, Geography, History, RE

## Driving question

What made India the country it is today?

### Introduction

This intention of this theme is to broaden students' depth of knowledge of British and world history through the study of the Indian sub-continent from many different perspectives. We start by looking at the physical geography of India and then go on to discover and reflect on how modern India has developed from the sixteenth century and the rule of the Mughals to modern India today. This includes exploring the impact of the British Raj in the nineteenth and twentieth centuries, and the struggle for independence. We also look at some world religions which are practised in India, and the influence of some Indian art, film and literature. The journey of lessons in the theme alongside the supporting resources allow students to explain what made India the country it is today with reference to the Indian sub-continent and its global context.



## Assessment outcomes

**Lesson 2: Who were the Mughals and what did they achieve?** Balanced argument about an interpretation of one of the Mughal emperors.

**Lesson 5: How significant was Gandhi in India becoming independent?** Write an obituary for Gandhi.

**Lesson 6: What are the main beliefs and practices of the religions people follow in India?** Religion infographics.

**Lesson 8: The Big Read – Q&A by Vikas Swarup:** Analysis of text.

**Lesson 10: Indian artists:** Collaborate to create artwork inspired by Bollywood.

**Lesson 11: The attractions of India:** Narrate a section for a tour guide

**Lesson 12 Extreme write – India guide:** Travel guide: report writing – to inform and persuade.

## Key vocabulary

abstract, Bollywood, Buddhism, caste, climate, diversity, Diwali, drainage, ecosystem, empathy, empire, expansion, feature, Ganges, genre, Golden Temple, Hinduism, immigrants, imperial, independence, key, language features, lifestyle, location, Maharaja, Mahatma Gandhi, melodrama, multi-faith, non-fiction, obituary, partition, perspective, persuasive, physical geography, polytheistic, poverty, purpose, Raj, reincarnation, relief, rural, sepoy, Sikhism, urban, villain, wealth

## Linked reading

- **Q&A by Vikas Swarup, 2005 – Q&A** tells the story of how Ram Mohammad Thomas, an orphan from an impoverished background, ends up winning the quiz show *Who Will Win a Billion?* Students study an extract from this book in Lesson 8. Reading the book will add wider depth and context to their understanding in the lesson, but also in the theme as a whole.

## Flipped learning opportunities

- **Lesson 1: What is India like?** Introduction to India video
- **Lesson 2: Who were the Mughals and what did they achieve?** Mughal India 1526 to 1707 activity
- **Lesson 3: Why did the British want to control India?** The East India Company 1707–1948 activity
- **Lesson 4: How did the British control India?** The British Raj 1857–1948 activity
- **Lesson 5: How significant was Gandhi in India becoming independent?** The path to Independence and Partition 1857–1948 activity
- **Lesson 7: The real India** The real India activity
- **Lesson 9: Bollywood and the Bard** Bollywood and the Bard activity
- **Lesson 10: Indian artists** Indian artists activity



## People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** ten places where India has had an impact on the world, which allows students to appreciate the influence India has had on a global scale.
- **Time:** highlights of Indian history from earliest times to today. Students explore some of these in more detail during the lessons. Others provide them with further context and depth of the history of India.

## Family learning opportunities

The 'Cricketiquette' and 'More than Masala' activities allow students to complete quests with friends, family or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

### Ideas for discussion at home:

- Can you compare the history of other places with that of India?
- What makes any country like it is?
- What are the features of a country or area that make it attractive to visit?
- Should you go on holiday to a place where there is extreme poverty?

## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Careers

These ideas can be used alongside the careers lesson from the theme in order to discover career pathways associated with key elements of learning from this theme.

*Explore careers in travel and tourism*

<https://nationalcareers.service.gov.uk/job-categories/travel-and-tourism>

### Places to visit

This section offers a selection of virtual trips that support knowledge of key areas and attractions from the lessons

[Virtual tour of an Indian slum](#)

[Virtual tour of the Taj Mahal](#)

[Virtual tour of the Golden Temple](#)

[Victoria and Albert Museum](#)

[Tate Modern](#)

## Cultural capital suggestions

### Read: *A Fine Balance* by Rohinton Mistry

This book offers an interpretation of the changes in society in India from independence to the Emergency. This links to the learning students will complete in lesson 5.

### Look: *Slumdog Millionaire*, 2008

This film is based on the book *Q&A* by Vikas Swarup (2005), which is used in the 'linked reading' in lesson 8 of the theme.

### Listen: *Jana Gana Mana* by Gurudev Rabindranath Tagore and *Maa Tujhe Salaam* / *Vande Mataram* by A.R. Rahman

*Jana Gana Mana* is the national anthem of India. *Maa Tujhe Salaam* was written to commemorate 50 years of Indian independence in 1997.



## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National Curriculum coverage
<b>Lesson 1: What is India like?</b>	Geography	Identify different geographical features of India.	<p><b>SE.GE.01</b> Demonstrate knowledge of locations, places, environments and different scales</p> <p><b>SE.GE.03</b> Demonstrate understanding of physical geography concepts and their interrelationships with places, environments and processes</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – including their defining physical characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>• extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on India, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li> <li>• understand the processes that give rise to key physical geographical features of the world.</li> </ul>
<b>Lesson 2: Who were the Mughals and what did they achieve?</b>	History	<p>Describe the major events and people of the Mughal Empire.</p> <p>Compare events and culture of the Mughal Empire with that of Britain at the same time.</p> <p>Challenge interpretations of different Mughal emperors.</p>	<p><b>SE.HS.02</b> Making historical connections (similarities and differences)</p> <p><b>SE.HS.05</b> Writing historical arguments</p>	<p><b>History</b> Know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires and characteristic features of past non-European societies.</p>

<b>Lesson 3: Why did the British want to control India?</b>	History	Describe the role of the East India Company.  Explain why the British wanted to control India.  Evaluate the causes of the Indian rebellion in 1857.	<b>SE.HS.02</b> Making historical connections  <b>SE.HS.04</b> Using historical interpretations	<b>History</b> Know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires and characteristic features of past non-European societies.
<b>Lesson 4: How did the British control India?</b>	History	Identify positive and negative effects of British rule in India.  Evaluate the impact that the British had on India.	<b>SE.HS.03</b> Using historical sources  <b>SE.HS.04</b> Using historical interpretations	<b>History</b> Know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires and characteristic features of past non-European societies.
<b>Lesson 5: How significant was Gandhi in India becoming independent?</b>	History	Identify key facts about Mahatma Gandhi and his importance to India.  Explain why the Indian people wanted independence in 1947.  Describe the process of Partition.  Evaluate the impact of independence on India.	<b>SE.HS.02:</b> Making historical connections	<b>History</b> Know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires and characteristic features of past non-European societies.
<b>Lesson 6: What are the main beliefs and practices of the religions people follow in India?</b>	RE	Describe key aspects of some of the religions practised in India.  Compare different religious practices.	<b>SE.RE.01</b> Make sense of religious beliefs  <b>SE.RE.02</b> Make connections between religious beliefs and practices	<b>NATRE guidelines</b> Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context.

<b>Lesson 7: The real India</b>	Geography	<p>Identify the extremes in India's wealth; from the obvious riches seen in many tourist attractions, to the poverty present in the country.</p> <p>Explain how inequality in India affects the opportunities of the poor.</p> <p>Justify the role of tourism in India.</p>	<p><b>SE.GE.02</b> Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes</p> <p><b>CL.WP.03</b> Organise and present whole texts effectively, sequencing and structuring ideas, information and events</p>	<p><b>Geography</b> Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary, and quaternary sectors; and the use of natural resources.</p> <p><b>English</b> Writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</p>
<b>Lesson 8: The big read: Q&amp;A by Vikas Swarup</b>	English	<p>Identify language techniques in a given text.</p> <p>Explain and analyse the purpose and overall effectiveness behind these features.</p>	<p><b>RL.ID.03</b> Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.</p> <p><b>RL.ID.04</b> Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone.</p>	<p><b>English</b> Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p>
<b>Lesson 9: Bollywood and the Bard</b>	Drama	<p>Identify key elements of the melodrama genre.</p>	<p><b>C.DR.01:</b> Use a range of dramatic or choreographic conventions to explore ideas, texts, movement and contextual issues (shaping the performance).</p>	<p><b>English</b> Speak confidently and effectively, improvising, rehearsing, and performing play scripts and poetry to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact.</p>

		<p>Explore what stock characters are and how they are used.</p> <p>Devise and perform a melodrama in the style of a Bollywood film.</p>	<p><b>C.DR.02:</b> Performing to an audience (performance skills).</p>	
<p><b>Lesson 10: Indian artists</b></p>	Art	<p>Identify and research contemporary Indian artists and the art culture of India.</p> <p>Analyse artwork to learn how visuals can be used to evoke strong reactions or to represent ideas, beliefs, and values.</p> <p>Analyse and create artist interpretation drawings.</p> <p>Evaluate outcomes to develop further.</p>	<p><b>C.RS.01:</b> To identify and explore relevant contextual artist research and to express thoughts and ideas through written analysis.</p> <p><b>C.RS.02:</b> Respond to contextual research within a practical context; analysing, recording and evaluating findings.</p>	<p><b>Art</b> Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas; use a range of techniques and media, including painting; increase proficiency in the handling of different materials; to analyse and evaluate own work, and that of others, in order to strengthen the visual impact or applications of own work; learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
<p><b>Lesson 11: The attractions of India</b></p>	English	<p>Research one of India's tourist attractions.</p> <p>Describe the key features of the tourist attraction.</p> <p>Construct, using persuasive language, a section for a travel guide.</p>	<p><b>CL.WP.01</b> Write imaginative, interesting and developed texts to convey complex ideas clearly and accurately (ideas).</p> <p><b>SE.GE.02</b> Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.</p>	<p><b>English</b> Writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing. Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>

<b>Lesson 12: India travel guide</b>	English	<p>Identify features of a non-fiction text.</p> <p>Select key, relevant information needed in a guide.</p> <p>Apply knowledge of these features to your own travel guide.</p>	<b>CL.WP.03</b> Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation).	<b>English</b> Writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
<b>Lesson 13: Careers</b>	Careers	Investigate the different careers involved in the tourism industry and its role in the economy.	<b>PD.CA.02:</b> Experiencing the world of work	<b>Gatsby benchmark 4</b> Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.