

## A Global War: Hidden Histories of the First World War



A hero - Bal Bahadur

A hero- Bhas Gul of the 55th Sindh Rifles, who was promoted in the field for gallantry at Neuve Chapelle. The story of his gallant exploit is as follows. With an officer and two other men he was in a captured German trench at Neuve Chapelle, when volunteers were called for to rescue some wounded men who were in front of the trench. He volunteered and although exposed to a heavy fire, succeeded in rescuing one man, and went back again to rescue a second, when he was hit by a German bullet, and severely wounded.

## Teachers' booklet

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#### Transcript of front cover image: A hero – Bal Bahadur

Bhaz Ghal of the 59th Sikh Rifles, who was promoted in the field for gallantry at Neuve Chapelle. The story of his gallant exploit is as follows. With an officer and two other men, he was in a captured German trench at Neuve Chapelle when volunteers were called for to rescue some wounded men who were in front of the trench. He volunteered and although exposed to a heavy fire, succeeded in rescuing one man, and went back again to rescue a second, when he was hit by a German bullet and severely wounded.

This photograph shows Bal Bahadur (Bhaz Gul) and tells the story of his bravery in carrying out a rescue mission at the Front in Neuve Chapelle, France. He was wounded while rescuing his fellow soldiers, and taken to one of the hospitals in Brighton, where this portrait would have been made. See more at:

[www.bl.uk/collection-items/hero-bal-bahadur-bhaz-gul#sthash.n6NfXGck.dpuf](http://www.bl.uk/collection-items/hero-bal-bahadur-bhaz-gul#sthash.n6NfXGck.dpuf)

**Front cover image:** Bal Bahadur Bhaz Gul of the 59th Sikh Rifles, Photographer: H. D. Girdwood, 1915  
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#### The Langley Academy

This resource was developed in partnership with Langley Academy. It is based on a report researched and written by Katherine Rose for the Stronger Together project, a regional partnership development project for Museum Learning in secondary schools led by the River & Rowing Museum and The Langley Academy. For more information, please see [www.langleyacademy.org/strongertogether/](http://www.langleyacademy.org/strongertogether/)

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## Background information

### Introduction: from local to global

**Slough Museum and Langley Academy worked on a project to develop local links to the First World War in 2014 called Frank went to the Front ([www.frankwenttothefront.com](http://www.frankwenttothefront.com)). This focused on a young man's diary of living in Slough during the war years and on Paul Nash, the war artist who lived in Langley. To extend this project, it was decided to create a handling collection of soldiers' experiences to enable teaching and learning about the global dimension of the war.**

### Why take a global approach to teaching about the First World War?

This handling collection of objects was selected by students at Langley Academy and is designed to enable students to reflect on soldiers' diverse experiences. Suggestions on using the objects are given in an introductory lesson which was piloted with classes in Years 7-9 as part of a history, geography and humanities lesson on the First World War as a global war. There are four powerful arguments for incorporating the global dimension in teaching and learning about the First World War:

- 1 It is of great interest and relevance to students as their responses suggest that it is a compelling topic and that they feel it is important to 'rebalance' our understanding of the First World War to acknowledge the contribution of non-British soldiers.
  - "It shows how global the First World War was."
  - "We do not want them to die in vain."
  - "Yes because we can see how Britain has changed."
  - "Their sacrifices were rarely acknowledged. It is important to know about this so their bravery is not forgotten."
  - "These other countries deserve recognition."
  - "It expands our knowledge of the First World War."
  - "Talking about the non-white soldiers' contribution to the First World War is a way of connecting this period of history with the Britain we live in today, and regarded as directly relevant to their experience of multi-cultural Britain: it is the history of our country"

- 2 It brings recent historical research into the classroom and enables students to consider how history is constructed, whose stories we tell and how we understand the war. The mobilisation of troops and workers from different parts of the world also had a significant impact on societies that helped shape the world the UK finds itself in today.
- 3 Many schools will be undertaking special projects and activities as part of the Centenary Commemoration and a global dimension can provide a fresh perspective for students, teachers and the wider school community.
- 4 It meets OFSTED (September 2014) requirements by providing an interesting and relevant way of incorporating SMSC and learning about British Values into any project or whole-school commemoration work on the First World War.

### What is meant by a global approach to teaching about the First World War?

The First World War was a global conflict and has an important and lasting global legacy. However, as part of the centenary commemoration of the First World War, Exeter University and University of Northumbria conducted a review of how the First World War is taught in secondary schools.<sup>1</sup> They found that:

- The First World War remains a key topic for History and English Literature teachers and will continue to remain as part of the curriculum despite ongoing reforms to GCSE and A-level.
- In terms of History, there is clearly a relationship between popular perceptions of the war in Britain and the default topics that are taught – notably the Western Front, trench warfare and the origins of the war.

<sup>1</sup> 'The First World War in the Classroom: Teaching and the Construction of Cultural Memory' Project Report, Dr Ann-Marie Einhaus and Dr Catriona Pennell, 2014 (project funded by the Arts and Humanities Research Council and supported by the University of Exeter and Northumbria University and carried out in collaboration with the English Association, the Historical Association and the Institute of Education).

## Background information

- Until these topics are varied by exam boards in their specifications there will be little change in the classroom, especially at KS4 and above, when the emphasis is on exam attainment.
- There is more freedom to teach other aspects of the conflict at KS3.

Teaching plays a vital part in perpetuating and shaping the popular memory of the war, but its effectiveness depends on making the past relevant to the present and future. The key challenge as well as the greatest opportunity in teaching about the First World War is finding ways of making the war matter to each new generation of pupils.

### Key facts<sup>2</sup>

- Approximately 20% of the British Army were from Africa, the Indian subcontinent and the Caribbean, with the vast majority coming from India.
- More than 1.5 million of the 8 million soldiers from the British Empire that fought for the British Army during the course of the War were Indian.
- The dominions (self-governing nations within the British Commonwealth) – including Canada, South Africa, Australia, New Zealand and Newfoundland – contributed a further 1.3 million men.
- Over 2 million Africans were involved in the conflict as soldiers or labourers, 10% of them died, and among the labourers serving in Africa, the death rates may have been as high as 20%.
- In 1914 Britain was home to at least 10,000 black Britons, many of African and West Indian heritage. Most of them were loyal to the 'mother country' when the war broke out. Despite being discouraged from serving in the British Army, men managed to join all branches of the forces, while black communities contributed to the war effort on the home front.<sup>3</sup>
- By 1918 it is estimated that Britain's black population had trebled to 30,000, as many black servicemen who had fought for Britain decided to make it their home.<sup>4</sup>
- Only 2% of the British public, when surveyed in 2014, knew that Indian soldiers had fought in the British Army in the First World War.<sup>5</sup>
- The conflict still influences overseas views of the UK one hundred years later.

<sup>2</sup> These figures, unless otherwise stated, are from 'Experiences of Colonial Troops', Santanu Das, British Library 2014 (<http://www.bl.uk/world-war-one/articles/colonial-troops>).

<sup>3</sup> Black Poppies: Britain's Black Community and the Great War, Stephen Bourne, 2014

<sup>4</sup> Black Poppies: Britain's Black Community and the Great War, Stephen Bourne, 2014

<sup>5</sup> Remember the World as well as the war: why the global reach and enduring legacy of the First World War still matter today, A survey of public perceptions in the UK, Egypt, France, Germany, India, Russia, Turkey, The British Council Report, 2014.

## Incorporating a global approach into the curriculum

<b>History KS3</b>	<b>Objective: To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</b>
<b>Curriculum links</b>	<ul style="list-style-type: none"> <li>• gain a coherent knowledge and understanding of Britain's past and that of the wider world</li> <li>• inspire pupils' curiosity to know more about the past.</li> <li>• Topic that helps students to develop perspective and judgement.</li> <li>• History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</li> <li>• know and understand how Britain has influenced and been influenced by the wider world</li> <li>• know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; achievements and follies of mankind</li> <li>• gain and deploy a historically grounded understanding of abstract terms such as 'empire'</li> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust, this could include (non-statutory):             <ul style="list-style-type: none"> <li>- the First World War and the Peace Settlement</li> </ul> </li> <li>• Local history study             <ul style="list-style-type: none"> <li>- Depth study linked to areas of study above</li> </ul> </li> <li>• at least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>
<b>History KS4</b>	<b>Scope of study: GCSE specifications in history should require students to study:</b> <ol style="list-style-type: none"> <li><b>1</b> A substantial and coherent element of British history and/or the history of England, Scotland, Wales or Ireland (minimum 40%). This must include at least one depth study chosen from the Medieval (500-1500), Early Modern (1450-1750) or Modern (1700-present day) periods. A depth study must require the investigation of different aspects of an historical situation across a period of between 25 and 50 years. The British element may also include a study of the historic environment (e.g. studies of local sites, museums or galleries) related to a chosen depth study</li> <li><b>2</b> A substantial and coherent element of the study of the history of the wider world (minimum 25%). This must include at least one depth study chosen from the Medieval (500-1500), Early Modern (1450-1750) or Modern (1700-present day) periods. This must cover a period of between 25 and 50 years and might focus on different aspects of the history of one nation or group or on international relations between several nations.</li> <li><b>3</b> British and wider world depth studies may not be taken from the same period of history or from any overlapping fifty-year period. - one comparative or thematic study to demonstrate an understanding of change and continuity (minimum 25%). This must involve the study of people, events and developments drawn from all three of the Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day) periods. These studies, whether comparative or thematic, should take either a political, military, cultural, economic, social or religious theme.</li> </ol>

## Incorporating a global approach into the curriculum

<p><b>GCSE History: main exam boards</b></p>	<p><b>Edexcel GCSE History specification (History A 2009)</b>          WW1 global content tangentially relevant to the following:          Unit 3 (Option 3A War and the transformation of British Society c1903-1938)          Unit 4 (Representations of History (Controlled Assessment – no longer in existence after 2015-16):          CA7 The Indian subcontinent: the road to independence 1918–47          CA10 The impact of war on Britain c1914–45, or          CA10L The impact of war on a locality in Britain c1914–45</p> <p><b>AQA GCSE History specification (History A 2013)</b>          Origins of World War One Peacekeeping and the Origins of World War Two Unit 3 – Historical Enquiry – History Around us.</p> <p><b>OCR GCSE History specification (History B 2013) Unit AO15:</b>          Causes and Events in the First World War 1890-1918 (links especially to Key Questions 1 and 4)</p>
<p><b>Geography KS3</b></p>	<p>Locational knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</p> <p>Geographical skills and fieldwork: build on their knowledge of globes, maps and atlases.</p>
<p><b>PSHE/SMSC development</b></p>	<ul style="list-style-type: none"> <li>• Core themes in PoS: Living in the Wider World (rights and responsibilities; active citizenship)</li> <li>• Overarching concepts in PoS: diversity education – for schools looking to teach global perspectives on the First World War</li> <li>• Extensive cross-curricular potential</li> <li>• Pupils' own needs should inform topics taught</li> </ul>

## Lesson ideas

**An introductory lesson is provided below including suggestions on using the handling collection of objects and photo cards. It can be further explored as part of a scheme of work or a whole scheme of work. It could become a research project, a cross-curricular theme or included in pastoral activities within the school.**

### **Pastoral, special project, whole-school commemoration opportunities:**

- an assembly as part of school commemorations of the First World War
- a transition project
- a special commemoration project as part of the school's pastoral programme
- a community or local history research project see *Your Community At War: A Guide for Schools* by The Hemel Hempstead School  
[www.hemelatwar.org/documents/GuideforSchoolsJuly2011.pdf](http://www.hemelatwar.org/documents/GuideforSchoolsJuly2011.pdf)

### **Using the handling collection**

These objects and photo cards can be used to consider the diverse experiences of soldiers in the British Army, including soldiers from the British colonies. Some of the equipment can be used to reflect on the contribution to the war made by countries by providing raw materials or manufactured goods.

Many of the objects in the box are replicas with the exceptions outlined below.<sup>6</sup> They were selected by Year 10 students at Langley Academy following a visit to the battlefield sites in February 2015. The students' experiences are given at the end of this booklet.

Information is provided on each object which may be used for debate or for further research by students.



<sup>6</sup> Many original objects from the First World War are today not safe to handle so replicas have been given here. There is also a lack of available objects from African or West Indian regiments.

## Handling collection

### Image of object



### Soldiers' uniforms

**German Pickelhaube helmet** (from the German Pickel meaning "point" or "pickaxe" and Haube, a general word for "headgear")

All-metal versions of the Pickelhaube were worn mainly by high-ranking military and political figures. These helmets were sometimes referred to as lobster-tail helmets because of their neck guard. The design of these is based on cavalry helmets used since the 16th century. At the front of the helmet is the most common design of a large, spread-winged eagle, the emblem used by Prussia. These helmets were replaced from 1915 by more protective headgear.



### British helmet

The Brodie helmet was a steel combat helmet designed and patented in 1915 by Englishman John Leopold Brodie. It was constructed in one piece that could be pressed from a single thick sheet of steel, giving it added strength. Initially, there were far from enough helmets to equip every soldier, so they were designated as "trench stores", to be kept in the front line and used by each unit that occupied the sector. It was not until the summer of 1916, when the first one million helmets had been produced, that they could be generally issued.



### 9th JATS Regiment Shoulder Title, British Indian Army (original)

The 9th Jat Regiment was an infantry regiment of the British Indian Army. It is one of the longest serving and most decorated regiments of the Indian Army. The Jat people are a traditionally agricultural community in Northern India and Pakistan.

The regiment went to France on the outbreak of war in 1914, but their deployment in the trenches was brief, and they were soon in Egypt training for the war in Mesopotamia (present-day Iraq).

### Image of object



### British soldiers' equipment

#### Bausch and Lomb optical company military binoculars (original)

Bausch and Lomb was an American company who made optical lenses. The war widened their production to include instruments such as field glasses, target finders, camera lenses, binocular telescopes, searchlight mirrors and periscopes. They also developed Ray-Ban sunglasses for pilots in 1936.

The USA contributed to the war the most economically, and made large profits as a result, helping the country develop its role as a major new global power and financial centre.



#### Sight glass (original)

This was given to the museum by one of its volunteers, Keith Dopson. He was given this sight glass by his father, Albert who told him that when they fired the tank gun, there was such a flash as it fires that all the men were temporarily blinded. They could only assess the damage through holding up the sight glass.

## Handling collection

### Image of object



### British soldiers' equipment *continued*

#### Shell case and machine gun bullet

National resources were mobilised as each country raced to supply its armed forces with enough men and equipment. In Britain, early failures in munitions manufacturing led to full government intervention in war production. These controls helped its industry produce nearly 4 million rifles, 250,000 machine guns, 52,000 aeroplanes, 2,800 tanks, 25,000 artillery pieces and over 170 million rounds of artillery shells by 1918.



#### Soldier's Ammo pouch (original)

Soldiers would have carried weapons and ammunition. These included a rifle, bullets, a bayonet and some grenades and an ammunition pouch made from leather. They would have also carried a gas mask to protect themselves against gas attacks from the enemy and 'Webbing equipment' which was kit made from strong, cotton webbing material. This included a haversack containing personal items such as knife, fork, shaving kit, water bottle, soap and towel.



#### Trench whistle

British trench whistles were used by the army following a system in which different sounds were used to coordinate several military movements. This whistle is dated 1916, the year of the Somme campaign. It has an arrow stamped on it which was used to show the whistles were the property of the British Empire.



#### Insignia Card, 18th (Indian) Division British Army Mesopotamia (original)

Insignia cards were a series of cards for John Player cigarettes. Cigarette cards first emerged in the US, followed by the UK and eventually, in many other countries. They were discontinued after the Second World War to save paper.

The 18th division was based near Baghdad in Mesopotamia (present-day Iraq) in December 1917. Its Artillery came from England, its Machine Gun Company from Flanders and its Infantry from India. The sign of the elephant was taken from the badge of the 19th Hussars to which the General of the Division belonged.

### Image of object



### Medals

#### Victory medal for Private VF Pocock and Sepoy Hazrat Gul (original)

Private VF Pocock lived in Slough and was a member of the Royal Army Medical Corps (RAMC). We do not have any information for Sepoy Hazrat Gul.

This British medal was designed by W. McMillan. The front shows a winged classical figure representing victory. It was decided that each of the allies should each issue their own bronze victory medal with a similar design, similar wording and identical ribbon. Around 5.7 million victory medals were issued to soldiers "mobilised by Britain, in any service and have entered a theatre of war between 5 August 1914 and 11 November 1918." The soldier's number, rank, name and unit is engraved on the rim. The reverse has the words 'THE GREAT WAR FOR CIVILISATION 1914-1919' surrounded by a laurel wreath.

## Handling collection

### Image of object



### Medals *continued*

#### Iron Cross (original)

The medal called the Iron Cross had existed in Prussia and was normally a military decoration only, although it was sometimes awarded to civilians for performing military functions. The exact numbers of awards are not known, since the Prussian military archives were destroyed during World War II.

The medal has a Maltese cross of cast iron edged with silver. This World War I medal design has 1914 at the bottom and on the reverse side has 1813 inscribed. This was the date when it was first awarded by King Friedrich Wilhelm III of Prussia during the Napoleonic Wars. The W stands for Kaiser Wilhelm II who authorised the award in August 1914.

### Image of object



### Postcard

#### An Indian Hotchkiss Gun at Work, Daily Mail (original)

Men of Indian Hotchkiss Gun Team practising near Querrieu, 29 July 1916 taken by Lieutenant John Warwick Brooke during the battle of the Somme. Daily Mail postcards were official photographs of the First World War published to raise money for the war effort, "*actual battle pictures - every card sold helps military charities - 6d per packet of 8 - on sale everywhere.*"

### Image of object



### Flag

#### Recruitment poster reproduced as a flag

This image has become famous for Kitchener's pointing finger and the words 'Your Country Needs You'. Field-Marshal Lord Kitchener, already a national war hero, became Secretary of State for War on 5 August 1914, the day after Britain declared war on Germany. It did not appear in poster form until the end of September 1914, after signing-up peaked. Its supposedly vital influence on recruitment is now largely regarded as a myth.

More info: [www.bbc.co.uk/news/magazine-28642846](http://www.bbc.co.uk/news/magazine-28642846)

## Introductory lesson

### Learning objectives

- To explore where British Army troops were recruited from to fight in the First World War
- To understand that the British Army fought around the world during the First World War
- To recognise the vital role colonial troops played in the First World War

### Resources

- A Global War: Hidden Histories of the First World War PowerPoint (available to download from [sloughmuseum.org](http://sloughmuseum.org))
- Objects from handling collection
- Photo cards

### Starter

- Print out copies of the world map on slide 2. Hand out the map to each group to read and ask students to analyse the map and discuss their findings.
- Discussion questions: Does any of the information surprise you? How does this compare to your perceptions of the First World War?
- 8.5 million soldiers from the British colonies served in the British Army during the war. 20% of volunteers were from Africa, the Indian subcontinent and the Caribbean, with the vast majority coming from India.
- Hand out one of the objects on slide 3 to each group. Ask each group to describe the object and generate questions.
- Discussion: What does each object tell us about the soldiers in the war? What doesn't it tell us?

### Main

#### A) Source investigation

In groups, students undertake an investigation of visual sources using the photo cards. Slides 2-4 can be used to recap the main colonies of the British Empire. The photos can be introduced using the PowerPoint slides 7-15. There are 5 sets of 4 photo cards, each group has the same information on the reverse for discussion or a link for further research.

- Group A: The First World War: a global war
- Group B: Indian soldiers' experiences
- Group C: The Indian Sepoy
- Group D: The British West Indian regiment
- Group E: African soldiers and labourers

### Source questions

- What is happening in the photo or poster?
- What does it tell us about what this groups' experience of war?
- What is the key message of the poster? Who is it for?
- What do you think motivated these troops to volunteer?

**B) Further research** could be done to consider why the British government was reluctant to recruit troops from the colonies in 1914 before holding a class debate:

*It is August 1914 and the British Government is meeting to decide how it is going to fight this war. Some members of the Government and military leaders believe it will be important to recruit soldiers from British Colonies around the world, others do not.*

Divide the class into two groups. Ask one group to prepare key points to argue 'for' recruitment from the British colonies and the other group to prepare to argue 'against' recruiting from the British colonies. Remind the class that they this debate is taking place at the beginning of the war so no-one knows the outcomes or the scale of the conflict to come.

### Plenary discussion

- Why do you think it is important that we learn about the contribution of soldiers from British colonies in the First World War?
- Why are these soldiers' experiences 'hidden'?
- What relevance does it have to our lives today?

## Introductory lesson

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Relationships between soldiers would not necessarily have been limited by the power relations implicit between soldier from a colonising army and 'colonised' soldier:

*"The British officers were often dedicated to their men and there were frequently good relationships between the two. Only the top military graduates were selected to serve in the sought-after Indian Army, and they had to learn and speak at least Hindustani or Urdu – knowledge of the language and culture of their men was essential."*

(Researching the British Empire in the First World War, IWM)

Other approaches to incorporating a global dimension in teaching the First World War:

- Legacy of the First World War: what was the impact of the League of Nations?
  - Multi-ethnic Britain: what has been the impact of the First World War in shaping modern Britain? This could be explored through local history projects such as investigating the personal histories of a range of community groups.
  - Remembrance: how do we remember the dead? Who do we remember? Consider the War in popular imagination such as books and films. Some resources that are given below include articles on colonial soldiers' contribution.
- A case study of a battle eg. Vimy Ridge: who was fighting there? Where were they from? Consider the battle from the perspective of soldiers who had made long journeys to fight. Explore cultural practices during battle and encounters such as language and perceptions.
  - Technology and war: what was the experience of colonial soldiers who encountered new battle technology? Compare this to British soldiers.
  - Empire and colonialism:
    - The War Cabinet was set up in 1917 in order that British Protectorates could participate in Allied war strategy development. Why were British Colonies (ruled directly from London) excluded from this?
    - Explore Morocco 1905 (Fez Crisis) or Agadir 1911 as early flashpoints in the run up to the First World War.
    - Consider the terms of the Entente Cordial as a 'colonial' agreement rather than a military agreement.
    - What were the consequences of the First World War? Colonisers and colonial subjects were encountering each other in new ways and new contexts, often fighting alongside each other and empires were weakened as a result of the War.

## Useful links

Organisation Themes	Primary and secondary source material
<p><b>Imperial War Museum</b></p> <ul style="list-style-type: none"> <li>• British Empire in the First World War</li> <li>• First World War in Africa</li> <li>• Indian soldiers</li> <li>• Turkey &amp; Gallipoli in the First World War</li> <li>• Lesser Known Histories of WW1 – student animation projects</li> </ul>	<p><b>IWM Collection:</b> <a href="http://www.iwm.org.uk/collections/search">www.iwm.org.uk/collections/search</a> (as the collection is so large, it is probably worth accessing primary source material initially via the resources below, and then searching in the collection for further information on these sources if needed, or searching for linked material)</p> <p><b>IWM learning resources:</b></p> <ul style="list-style-type: none"> <li>• Empire Called to Arms (including PPT with sources, suggested activities and film clips): <a href="http://www.iwm.org.uk/learning/resources/the-empire-called-to-arms">www.iwm.org.uk/learning/resources/the-empire-called-to-arms</a></li> <li>• The Gallipoli Campaign (including PPT, suggested activities and film clips): <a href="http://www.iwm.org.uk/learning/resources/the-gallipoli-campaign">www.iwm.org.uk/learning/resources/the-gallipoli-campaign</a></li> </ul> <p><b>Researching the British Empire in the First World War - Resource Guide</b></p> <p>Very useful guide to teaching and researching Empire in the First World War with tips and key resources, and some key sources. <a href="http://www.iwm.org.uk/sites/default/files/public-document/Researching_the_British_Empire_resource_guide.pdf">www.iwm.org.uk/sites/default/files/public-document/Researching_the_British_Empire_resource_guide.pdf</a></p> <p><b>New Perspectives: Lesser Known Histories of the First World War</b></p> <ul style="list-style-type: none"> <li>• short animations made by students: <a href="http://www.youtube.com/playlist?list=PLolzHiCNNbO9YK9VW4S8Fkg3EBHS94cy5">www.youtube.com/playlist?list=PLolzHiCNNbO9YK9VW4S8Fkg3EBHS94cy5</a></li> </ul> <p>The IWM London challenged young people to take a new perspective on the First World War, inspired by their collections. 22 wonderful and informative silent films about interesting artefacts that the students discovered in the archive, including emphasis on the First World War beyond Europe.</p>
<p><b>The British Library</b></p> <ul style="list-style-type: none"> <li>• Commonwealth &amp; Colonial Troops in the First World War</li> <li>• Indian troops in the First World War</li> <li>• Military strategy &amp; racism</li> </ul>	<p><b>World War One at the British Library website:</b> <a href="http://www.bl.uk/world-war-one">http://www.bl.uk/world-war-one</a></p> <p>Supported by over 500 historical sources from across Europe, this resource examines key themes in the history of World War One. Explore a wealth of original source material, over 50 newly commissioned articles written by historians, teachers' notes and more to discover how war affected people on different sides of the conflict.</p> <p><b>Accessible online articles illustrated with source material:</b></p> <ul style="list-style-type: none"> <li>• Experiences of Colonial Troops: <a href="http://www.bl.uk/world-war-one/articles/colonial-troops">www.bl.uk/world-war-one/articles/colonial-troops</a></li> <li>• Race, Racism and Military Strategy: <a href="http://www.bl.uk/world-war-one/articles/race-racism-and-military-strategy">www.bl.uk/world-war-one/articles/race-racism-and-military-strategy</a></li> <li>• The Indian Sepoy in the First World War: <a href="http://www.bl.uk/world-war-one/articles/the-indian-sepoy-in-the-first-world-war">www.bl.uk/world-war-one/articles/the-indian-sepoy-in-the-first-world-war</a></li> </ul> <p><b>KS3-5 History teaching resources</b> (downloadable pdf resources linked to KS3-5 History curriculum with source material, key questions and activities):</p> <ul style="list-style-type: none"> <li>• Experiences of Commonwealth and Colonial Troops: <a href="http://www.bl.uk/teaching-resources/race-etc-experiences-of-commonwealth-and-colonial-troops">www.bl.uk/teaching-resources/race-etc-experiences-of-commonwealth-and-colonial-troops</a></li> <li>• India and the First World War: <a href="http://www.bl.uk/teaching-resources/race-etc-india-and-the-first-world-war">www.bl.uk/teaching-resources/race-etc-india-and-the-first-world-war</a></li> </ul>

## Useful links

Organisation Themes	Primary and secondary source material
<p><b>The National Archives</b></p> <ul style="list-style-type: none"> <li>• Global perspectives on the First World War</li> <li>• Searchable resource by countries around the Globe</li> </ul>	<p><b>First World War: A Global View</b>  <a href="http://www.nationalarchives.gov.uk/first-world-war/a-global-view/#">www.nationalarchives.gov.uk/first-world-war/a-global-view/#</a>            Excellent interactive map for exploring the global impact of the First World War. Highlights key events and figures in countries from Aden to Zanzibar, illustrated by material held in the records at The National Archives. The resource aims to go beyond the trenches of the Western Front and shows how the war affected different parts of the world.</p> <p><b>Search the National Archives for First World War material:</b>  <a href="http://www.nationalarchives.gov.uk/first-world-war/">www.nationalarchives.gov.uk/first-world-war/</a>            Includes option for chatting online to reader Advisor who can help with search if you or student wish to research a topic in detail.</p>
<p><b>The National Army Museum</b></p> <ul style="list-style-type: none"> <li>• Colonial Troops</li> <li>• Palestine</li> <li>• East Africa</li> <li>• Colonial Troops on the Western Front</li> <li>• Gallipoli</li> <li>• Khudadad Khan VC</li> </ul>	<p><b>Online thematic learning resources</b> that include extensive visual source material and downloadable PowerPoint Resource Packs and accompanying Teachers' Notes:</p> <ul style="list-style-type: none"> <li>• Palestine: <a href="http://www.nam.ac.uk/microsites/ww1/learning/palestine/#.Vcc7qZ2qqko">www.nam.ac.uk/microsites/ww1/learning/palestine/#.Vcc7qZ2qqko</a></li> <li>• Empire &amp; Commonwealth: East Africa: <a href="http://www.nam.ac.uk/microsites/ww1/learning/east-africa/#.Vcc8X52qqko">www.nam.ac.uk/microsites/ww1/learning/east-africa/#.Vcc8X52qqko</a></li> <li>• Empire &amp; Commonwealth: Western Front: <a href="http://www.nam.ac.uk/microsites/ww1/learning/western-front/#.Vcc8cZ2qqko">www.nam.ac.uk/microsites/ww1/learning/western-front/#.Vcc8cZ2qqko</a></li> <li>• Empire &amp; Commonwealth: Gallipoli: <a href="http://www.nam.ac.uk/microsites/ww1/learning/gallipoli/#.Vcc8iZ2qqko">www.nam.ac.uk/microsites/ww1/learning/gallipoli/#.Vcc8iZ2qqko</a></li> <li>• Khudadad Khan VC (sepoy in the British Army who fought with the British Expeditionary Force on the Belgian coast in 1914 and was awarded the Victoria Cross for bravery by King George in 1915 – the first Indian soldier to receive this. After his recovery, Khudadad returned to service, and remained in the Indian Army long after the First World War, rising to the rank of subadar – the equivalent of lieutenant in the British Army): <a href="http://www.nam.ac.uk/microsites/ww1/learning/khudadad-khan/#.Vcc8sp2qqko">www.nam.ac.uk/microsites/ww1/learning/khudadad-khan/#.Vcc8sp2qqko</a></li> </ul>
<p><b>African Heritage and Education Centre</b></p> <ul style="list-style-type: none"> <li>• Political maps of Africa, 1914 and 1920</li> <li>• East Africa: Tanzania</li> <li>• Southern Africa: Lesotho</li> <li>• South West Africa: Namibia</li> <li>• East Africa: Uganda</li> <li>• West Africa: Cameroon and Nigeria</li> <li>• West Africa: Togo and Ghana</li> </ul>	<p><b>Forgotten Histories Project:</b> highlighting the contribution of African soldiers to the First World War to support the KS3 history curriculum (First World War and the Peace Settlement):  <a href="http://www.ahec.org.uk/WW1Project.aspx">/www.ahec.org.uk/WW1Project.aspx</a></p> <p>This resource explores the impact of the First World War on boundary changes of African territories using maps from the Royal Geographical Society that focus on boundary changes of some African territories from the outbreak of the First World War in 1914 to post war settlements and ultimately to independence.</p> <p>The aims of the activity suggestions are for students to study the maps in order to:</p> <ul style="list-style-type: none"> <li>• Understand which African territories were controlled by European nations</li> <li>• Recognise the impact of World War One settlements on the boundaries of these territories</li> <li>• Consider the impact of independence on the boundaries of these territories</li> </ul> <p>There are seven sections which focus on different areas of Africa.</p>

## Useful links

### Organisation Themes

#### Oxford University WW1 Centenary

- Non-European Theatres of War
- Africa
- Asia
- First World War cemeteries

### Primary and secondary source material

**The Global Nature of the First World War:** extensive research project to support new directions in teaching World War One:

<http://ww1centenary.oucs.ox.ac.uk/space-into-place/the-global-nature-of-world-war-i/>

This includes the following resources to enable students to be able to explore fronts of war beyond Europe more easily :

- Using data supplied by the Commonwealth War Graves Commission we have produced a set of interactive maps to visualise the Commonwealth cemeteries, burial plots and memorials across the globe. Uses Google Earth and Google Maps.
- In the The Fronts of World War I view maps of where the battles of War occurred. Each point links to its corresponding Wikipedia article.
- The Terrains of the Great War is another interactive map that incorporates photographs detailing the different conditions and landscapes that the conflict took place across the Globe.
- The resource pack 'Beyond the Western Front: Terrains of World War I' shows the vastly different conditions that soldiers were serving in through some unusual photographs.

Also includes a comprehensive online resource library that is searchable by web page, ebook, audio, video, blog post, article or image for further research on a particular topic:

<http://ww1centenary.oucs.ox.ac.uk/resource-library/>

#### National Army Museum: Black Asian British Army microsite

Stories and experiences of Black and Asian members of the British Army:

[www.nam.ac.uk/microsites/baba/](http://www.nam.ac.uk/microsites/baba/)

See also their 'Profiles' of individual soldiers (includes First World War, Second World War and contemporary):

[www.nam.ac.uk/microsites/baba/files/Profiles.pdf](http://www.nam.ac.uk/microsites/baba/files/Profiles.pdf)

## Links for further research

<b>BBC</b>	<b>World War One resources:</b> <a href="http://www.bbc.co.uk/history/0/ww1/">www.bbc.co.uk/history/0/ww1/</a>
<b>Centre for Hidden Histories</b>	<b>The Centre for Hidden Histories: Community, Commemoration and the First World War:</b> Project with relevant blog posts run by a group of academics who seek to commemorate and reflect upon the century-long legacy of the First World War. <a href="http://hiddenhistorieswwi.ac.uk/tag/first-world-war/">http://hiddenhistorieswwi.ac.uk/tag/first-world-war/</a>
<b>Historypin First World War Centenary</b>	<b>Explore how communities are investigating and commemorating the First World War:</b> <a href="https://www.historypin.org/en/explore/first-world-war-centenary/geo/54.42697,-2.310991,6/bounds/50.752152,-6.079302,57.799454,1.45732">https://www.historypin.org/en/explore/first-world-war-centenary/geo/54.42697,-2.310991,6/bounds/50.752152,-6.079302,57.799454,1.45732</a> - with pins in Europe and Africa
<b>UKPHA (UK Punjabi Heritage Organisation)</b>	<b>Sikhs in World War One:</b> <a href="http://www.empirefaithwar.com/">www.empirefaithwar.com/</a> Information about temporary exhibition on this theme and how to participate in their Citizen Historian project
<b>Africa and the First World War</b>	A network for the international study of Africa during the First World War, promoting connection and collaborative research between members <a href="https://africagreatwar.wordpress.com/">https://africagreatwar.wordpress.com/</a>
<b>Colonial Film: Moving Images of the British Empire</b>	<b>Colonial Film: Moving Images of the British Empire</b> <a href="http://www.colonialfilm.org.uk/home">www.colonialfilm.org.uk/home</a> IWM was a partner on this project to create a new catalogue of films relating to the British Empire and the subsequent website holds information on over 6,000 films, showing images of life in the British colonies.
<b>Doctor Brighton's Pavilion Virtual tour (Sikh Museum)</b>	<b>Doctor Brighton's Pavilion Virtual tour</b> <a href="http://www.sikhmuseum.com/brighton/index.html">www.sikhmuseum.com/brighton/index.html</a> This website contains photographs and analysis of the Indian experience of staying at the Royal Pavilion in Brighton, which was converted into a hospital for the wounded soldiers of the Indian Army

## The First World War Battlefield Tours Programme: My Experience

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On Friday 27 February, I embarked on a journey to Belgium and France that would shape and change the way I viewed World War I as well as other conflicts that plague the world today. I was lucky enough to be selected to represent The Langley Academy at the First World War Battlefield Tours programme alongside Ellie Smith in Year 10. The trip would give us the once in a lifetime opportunity of visiting battlefields on the Western Front. Within the space of only four days, I created memories and friendships that will last a lifetime.

During the trip, we visited the 'In Flanders Field' Museum which is home to artefacts and exhibits that documented the experiences of those affected by the battles of Ypres, battles which resulted in the deaths of thousands of Allied soldiers. We also visited the death cells at Poperinge where British soldiers who had committed serious offences were punished by death by a firing squad. We had the opportunity of seeing the cells where these men were locked up as well as the execution posts where they were shot. Holes made by bullets and graffiti on cell walls were still largely visible even a hundred years on.

The executions took their toll on the unfortunate men who had to take the lives of their fellow comrades. Some even intentionally missed so they wouldn't be the one to take their comrade's life. As I visualized the condemned soldier standing against that execution post waiting to be shot, I was deeply moved.

We also visited a number of memorials and cemeteries dedicated to Allied soldiers who died during World War I such as the Sheffield Memorial Park; Thiepval memorial; Tyne Cot cemetery; Neuve Chappelle; Lijssenthoek cemetery. It was at Tyne Cot that we discovered the burial site of Ernest John Crutch, a WW1 soldier from Langley who died serving his country. Seeing the vast oceans of white headstones was incredibly touching. We learnt about the millions of British soldiers who died during the war but I only began to see the sheer scale of the casualties of World War I at these cemeteries. It definitely opened my eyes to the horrors of war.

We also heard the Ceremony of the Last Post at the Menin Gate in Ypres. The Menin gate is a memorial to 54,406 missing Allied soldiers who have no known graves.

The last post ceremony has taken place every evening since 1928 to show gratitude to those men who fell during WW1. The 7th July 2015 will mark the 30,000th last post ceremony commemorated to these men. The most memorable experience during the trip was standing on the exact site where British soldiers would have stood as they got ready to climb over the trenches to attack the Germans during the Battle of the Somme, one of the bloodiest wars in history. We saw what they would have seen, a muddy unforgiving landscape. This brought into mind the Battle of Paschendale where it was reported that soldiers would sink into the quagmire of mud and would never be seen again. They would have had to cross No Man's land while a storm of bullets from German machine gunners was being hurled at them. A staggering number of soldiers lost their lives in the Battle of the Somme.

So what have I learnt? It is incredibly important that we remember those who sacrificed their today for our tomorrow. Those brave men who fought for the freedom we enjoy today; who served their countries with loyalty and honour and those who fell on the battlefields of the western front. These men made the ultimate sacrifice to their country and it is our duty to honour them.

**Samuel Adenmosun, 2015**



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AN INDIAN HOTCHKISS GUN AT WORK

"Daily Mail"  
Official Photograph



It is important that we learn these hidden histories of the First World War because it is the history of our country.

KS3 student, The Langley Academy

Without these troops I feel Britain would not have won the war. It is good to learn this because when we learn about WW1 we don't focus on this particular subject.

KS3 student, The Langley Academy

It is true that the majority of the war was fought in Europe and its outcome was largely decided on the Western Front. The greatest weight of casualties, as well as devastation to land and infrastructure, was also borne within Europe. But such views mean that the global nature of the conflict is often forgotten. Over 40% of the world's population in 1914 lived in countries involved in the conflict from the outset. Because of the reach of empires, soldiers and labourers were enlisted from all parts of the globe.

Remember the World as well as the war: why the global reach and enduring legacy of the First World War still matter today, The British Council Report, 2014

There are lots of very good opportunities here. Most students think there were only five countries involved in this war without questioning why we call it a 'World War'. That is a problem and this approach helps. It is also valuable to have lessons that are a bit different – and this achieves that.

Nick Royle, Humanities Teacher, The Langley Academy

Without these troops I feel Britain would not have won the war. It is good to learn this because when we learn about WW1 we don't focus on this particular subject.

KS3 student, The Langley Academy

It is a massive and important topic and it links exactly with SMSC, British Values and Inspiring Learning – all key Ofsted priorities.

Tom Kidd, Head of Humanities, The Langley Academy