

India, Empire and the Army: Interactive Timeline Teacher Notes



Indian Army troops on board a barge, Mesopotamia, 1916 (c)

Purpose and scope

The interactive timeline explores the extensive military history of the British Empire in India, which, through the British Army and the armies of the East India Company, cemented and safeguarded Britain's imperial dominance on the subcontinent – and elsewhere – through conflict with Indian and European powers. Follow the development of the East India Company's armies through to their transformation into the British Indian Army, which continued to serve in imperial conflicts, including a hugely significant role in both the First and Second World Wars, until the turbulent partition and independence of India. The timeline features over 200 sources from the National Army Museum's collections including photographs, documents and artefacts, as well as archival footage of Indian troops and stories of individual soldiers. It is designed to be engaged with on various levels, whether for a chronological overview or for the study of a specific topic, theme or period. Within the timeline's stories, the level of engagement is determined by the user, with the option to read information segments, view objects and play videos, plus access further information through extended captions and links to articles on the National Army Museum website. The timeline can be used by students for both classroom or homework activities, and by teachers looking to further subject knowledge.

Curriculum links

KS3

History national curriculum links

Subjects:

- First contact with India
- Development of the British Empire
- Seven Years War
- First World War
- Second World War
- Indian independence and end of Empire

Knowledge:

- *Know and understand the history of these islands as a coherent, chronological narrative...how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*
- *Understand historical concepts such as continuity and change, cause and consequence*
- *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.*

KS4

GCSE knowledge, understanding and method

- *Understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations*
- *Understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short- and long-term timescales*
- *The ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims*

GCSE unit links

- **Edexcel** – Migrants in Britain, c800–present
- **AQA** – Conflict and tension: the First World War, 1894–1918, Migration to Britain c.1000 to c.2010
- **OCR A** – Migration to Britain c.1000 to c.2010, War and British Society c.790 to c.2010, The Impact of Empire on Britain 1688–c.1730
- **OCR B** – Migrants to Britain, c.1250 to present, Migration to Britain c.1000 to c.2010

KS5

AS and A Level knowledge, skills and understanding

- *Demonstrate their breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period, society or theme studied*
- *Demonstrate their understanding of key historical terms and historical concepts, such as change, continuity, causation, consequence and significance*
- *Analyse and evaluate the causes and consequences of historical events and situations, and changes and developments in the periods and/or themes studied*
- *Use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions*

AS and A Level unit links

- **Edexcel** – Britain, 1625–1701: conflict, revolution and settlement, India, c1914–48: the road to independence, Britain: losing and gaining an empire, 1763–1914, The British experience of warfare, c1790–1918
- **AQA** – The British Empire, c1857–1967
- **OCR A** – Britain 1930–1997, The Origins and Growth of the British Empire 1558–1783, The Changing Nature of Warfare 1792–1945, From Colonialism to Independence: The British Empire 1857–1965

Suggested uses

Contexts

- Research tasks
- Source analysis activities
- Teacher exposition

Focus

- Initial British contact with India and the East India Company and its armies
- Seven Years War and the growth of British imperial power in India
- Indian Rebellion – causes, events and aftermath
- British Indian Army in the First World War
- British Indian Army in the Second World War
- India: partition and independence