

# The Jullundur Brigade

An Untold Story  
1914–2014



A teachers resource  
and learning book



PRESTON GUILD HALL



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# Foreword

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Foreword by Brigadier Peter Rafferty MBE,  
Colonel, The Duke of Lancaster's Regiment,  
'the Lions of England'.

In October 1914 the Jullundur Brigade was one of the first brigades from the Indian Army to go into action on the Western Front. Within the brigade, beside battalions from what is today India and Pakistan, was also the 1<sup>st</sup> Battalion the Manchester Regiment, one of the ancestors of The Duke of Lancaster's Regiment, which today is the Infantry Regiment of the North West of England. It is also worth noting that the diverse make up of the brigade is reflected in the North West today.

The story of the Jullundur Brigade is a proud part of our regimental history and one we wanted to commemorate. But there is also much to learn for today from the courage and sacrifice of the brigade, when soldiers from many backgrounds, cultures, religions

and creeds fought together in the defence of Freedom. It is to commemorate their deeds and ensure they are not forgotten, that the 'Jullundur Project' was conceived as a reflective and educational journey.

Throughout this project we have worked 'hand in glove' with our partners in the Lancashire County Council Heritage Learning Team. This joint working has been invaluable and has enabled the project's educational aspects to be expertly captured. Equally important was the participation of Year Six Primary School Pupils, from 14 schools in Lancashire and Greater Manchester.

The culmination of the Jullundur Project is this e learning resource pack, intended for primary schools nationally. It contains the outstanding work of the budding young historians from the schools who took part in the project. I strongly recommend it to you, their work is outstanding, especially for students so young!!

Finally, I am proud to note that the success of the project, in joining communities together, was recently acknowledged, through the award of the North West Community Cohesion Award 2015, at the Fusion Awards Ceremony.

NEC ASPERA TERRENT <sup>1</sup>

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<sup>1</sup> "NEC ASPERA TERRENT", the motto of the Duke of Lancaster's Regiment, is usually translated as "Difficulties be Damned".



# Acknowledgments

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Hello,

Thank you for taking the time to read through this book. What you hold in your hands is testament to the hard work and creative adventures of over 850 primary school children from Lancashire, Manchester and Blackpool. The contents of this book have been researched, written and presented by the children themselves and are aimed at supporting both teachers and pupils.

The aim is for children to gain a greater understanding of the shared heritage of their forebearers during the First World War. The book begins by looking at the Jullundur Brigade, its history, regiments and actions and then looks at the role of the wider Indian Army during the First World War. Each section is supported with research and fun lesson plans to try in the classroom.

I would like to take this opportunity to say a few thank yous to those who have made this resource book possible.

To all the teachers and pupils who have contributed to this book. You are an inspiration.

To Brigadier Peter Rafferty MBE, Col Owen, Lt Col Lighten, Maj Smethurst, the rest of The Duke of Lancaster's Regiment and the Armed Forces Community Covenant Fund for their openness, kindness, support and generosity. It is a pleasure working alongside you all.

To the Heritage Lottery Fund, for seeing the value of this project and providing the funding to make it a reality.

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All the members of the Jullundur Brigade Association for their support, knowledge, advice and friendship.

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To the owners, management and staff at the Preston Guild Hall for the generous support of the Jullundur Brigade Youth Conference held there during February 2015.

To Gurumukh Singh Bhaker and all the members of the Guru Nanak Gurdwara Singh Sabha, Bow Lane, Preston. Thank you for your generosity, knowledge, trust and inspiration.

A big thank you to the members of Gujarat Hindu Society and Community Centre in Preston.

Faz Patel MBE

A huge debt a gratitude also to:

Jane Davis and Dominic Butler of the Lancashire Infantry Museum.

Garry Smith: The Museum of the Manchester Regiment.

Julian Farrance and Jasdeep Singh of the National Army Museum, London.

Enjoy your journey with the Jullundur Brigade.

David

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# Introduction to the Jullundur Brigade



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**Wheatley Lane  
Voluntary Aided  
Methodist Primary  
School, Burnley**

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# Introduction to the Jullundur Brigade

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## Who? Where? What? Why? *(work created by year 6)*

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***Who were The Jullundur Brigade? Where were they from?***

***What did they have to do with World War 1?***

***Where did they fight?***

***Why are we commemorating them?***

***Why has their story remained untold?***

In the early 1900s the British Empire extended world wide and included countries such as Canada, Australia, South Africa and India.

Around 1911, in India, in a city called Jullundur, there began a remarkable association. Three battalions from different parts of the world, with different cultures and different beliefs were placed together.

These were the 1<sup>st</sup> Manchester's, the 47<sup>th</sup> Sikhs, and the 59<sup>th</sup> Scinde Rifles.

Together they became known as The Jullundur Brigade. In the years before World War 1, they were able to play football and cricket together and enjoy social time. This time allowed them to form the friendships and comradery which would see them through what was to come.

In 1914 War broke out. Just 2 days into the war India offered 2 infantry and 2 cavalry divisions to be used for service where required. Britain suffered heavy casualties and terrible loss in those early days. They were desperately trying to defend Northern France and protect the Channel ports.

The enemy were formidable and the war may have been over for Britain if it had continued in this way.

## - Wheatley Lane - Introduction to the Jullundur Brigade -

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Then, 21 days into the War, The Jullundur Brigade were part of a 21 ship transportation to Marseilles, France. It was reported that... "The arrival of the Indian corps at Marseilles was a landmark in history. No episode in this extraordinary war was more remarkable or, for Britons, more inspiring than the presence of Indian troops on the continent of Europe."

Imagine if you had been there. Imagine how it would have felt to see all these men arriving to fight alongside you.

The Indian troops marched along the streets of Marseille to cries and cheers. The procession continued for hours. And, now, heavily supported by more troops, the battles in Northern France continued.

In the months and years that followed, the Jullundur Brigade fought valiantly alongside one another. They endured the appalling

conditions of trench life along with all the other brave soldiers. There are many, many stories of remarkable courage shown in the battles that followed.

They put aside differences of culture, colour, language and religion.

They fought for freedom; for their own freedom and for the freedom of others.

Thousands gave their lives in the fight for freedom. Without their sacrifice, the war may have ended very differently.

Today we want to honour them and remember their sacrifice.

We want to learn from their example. We should learn to focus on what unites us rather than what divides us.

We should stand together to make the world a better place.

Just as The Jullundur Brigade did.

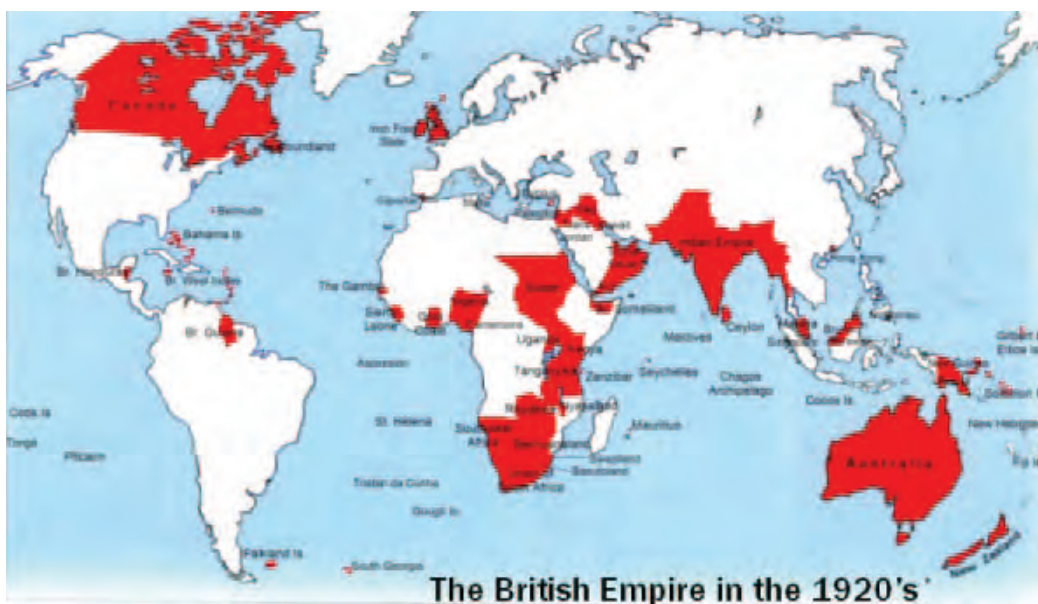


## - Wheatley Lane - Introduction to the Jullundur Brigade -

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(created by Mrs Sara Brown)



# The 3<sup>rd</sup> Lahore Division



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**Barrowford  
School, Nelson**

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# The 3<sup>rd</sup> Lahore Division

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## A journey of discovery *(work created by year 6)*

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### **A brief history**

The division changed a lot before the start of the First World War.

Many brigades committed mutiny.

This meant that changes made by Lord Kitchener left the division with a totally new look.

**At the start of the First World War here are the different brigades that made up the Third Lahore Division:**

### **Order of Battle October 1914**

GOC: Lieut-Gen H.B.B. Watkis, CB

### **Ferozepore Brigade**

GOC: Brig-Gen R.G. Egerton, CB

1<sup>st</sup> Battalion, Connaught Rangers

9<sup>th</sup> Bhopal Infantry

57<sup>th</sup> Wilde's Rifles (Frontier Force)

129<sup>th</sup> Duke of Connaught's Own Baluchis

### **Jullundur Brigade**

GOC: Maj-Gen P.M. Carnegie, CB

1<sup>st</sup> Battalion, Manchester Regiment

4<sup>th</sup> Battalion, Suffolk Regiment (Territorial Force) – joined from GHQ Reserve 4

December 1914

15<sup>th</sup> Ludhiana Sikhs

47<sup>th</sup> Sikhs

59<sup>th</sup> Scinde Rifles (Frontier Force)

### **Sirhind Brigade**

Arrived at Marseilles from Egypt 30

November, joined 9 December 1914

GOC: Maj-Gen J.M.S. Bruner

1<sup>st</sup> Battalion, Highland Light Infantry

125<sup>th</sup> Napier's Rifles

1<sup>st</sup> Battalion, 1<sup>st</sup> King George's Own Gurkha Rifles (The Malaun Regiment)

1<sup>st</sup> Battalion, 4<sup>th</sup> Gurkha Rifles

### **Divisional Troops: Mounted Troops:**

15<sup>th</sup> Lancers (Cureton's Multanis)

# The 3<sup>rd</sup> Lahore Division

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**A journey of discovery** *(work created by year 6)*

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## **Artillery**

V Brigade, Royal Field Artillery (RFA) – joined 22 November 1914 from 7<sup>th</sup> (Meerut) Division  
64<sup>th</sup>, 73<sup>rd</sup> & 81<sup>st</sup> Batteries, V Brigade  
Ammunition Column  
XI Brigade, RFA – joined 22 November 1914 from 7<sup>th</sup> (Meerut) Division  
83<sup>rd</sup>, 84<sup>th</sup> & 85<sup>th</sup> Batteries, XI Brigade  
Ammunition Column  
XVIII Brigade, RFA  
59<sup>th</sup>, 93<sup>rd</sup> & 94<sup>th</sup> Batteries, XVIII Brigade  
Ammunition Column  
109<sup>th</sup> Heavy Battery, Royal Garrison Artillery (4.7-inch guns)  
Heavy Battery Ammunition Column  
Lahore Divisional Ammunition Column

## **Engineers**

20<sup>th</sup> and 21<sup>st</sup> Companies, 3<sup>rd</sup> Sappers and Miners

## **Signals Service:**

Lahore Signal Company

## **Pioneers**

34<sup>th</sup> Sikh Pioneers

## **Supply & Transport:**

Lahore Divisional train

## **Medical Units**

7<sup>th</sup> and 8<sup>th</sup> British Field Ambulances  
111<sup>th</sup>, 112<sup>th</sup> and 113<sup>th</sup> Indian Field Ambulances



## - Barrowford - The Third Lahore Division -



### Order of Battle May 1915

GOC: Maj-Gen H.D'U. Keary

#### Ferozepore Brigade

GOC: Brig-Gen R.G. Egerton, CB

1<sup>st</sup> Battalion, Connaught Rangers  
 1/4<sup>th</sup> Battalion, London Regiment (Territorial Force)  
 9<sup>th</sup> Bhopal Infantry  
 57<sup>th</sup> Wilde's Rifles (Frontier Force)  
 129<sup>th</sup> Duke of Connaught's Own Baluchis

#### Jullundur Brigade

GOC: Brig-Gen E.P. Strickland

1<sup>st</sup> Battalion, Manchester Regiment  
 1/4<sup>th</sup> Battalion, Suffolk Regiment (Territorial Force)  
 1/5<sup>th</sup> Battalion, Border Regiment (Territorial Force)  
 40<sup>th</sup> Pathans  
 47<sup>th</sup> Sikhs  
 59<sup>th</sup> Scinde Rifles (Frontier Force)

#### Sirhind Brigade

GOC: Brig-Gen W.G. Walker, VC

1<sup>st</sup> Battalion, Highland Light Infantry  
 4<sup>th</sup> (Extra Reserve) Battalion, King's (Liverpool Regiment)  
 15<sup>th</sup> Ludhiana Sikhs  
 1<sup>st</sup> Battalion, 1<sup>st</sup> King George's Own Gurkha Rifles (The Malaun Regiment)  
 1<sup>st</sup> Battalion, 4<sup>th</sup> Gurkha Rifles  
 Divisional Troops: as before, with addition of XLIII (Howitzer Bde, RA (40<sup>th</sup> & 57<sup>th</sup> Batteries)

The division was first sent to France, the first two brigades landed at Marseilles on 26 September 1914. Troops were also delayed whilst they waited to receive the new rifles. Whilst in France the division fought in the battles of La Bassée, 1<sup>st</sup> Messines and Armentières.

### The division was so badly broken by the battles it can be felt in this diary entry written by Lt-Gen Sir James Willcocks:

*"Where is my Lahore Division?  
 Sirhind Brigade detained in Egypt.  
 Ferozepore Brigade: somewhere in the north, split up into three or four bits.  
 Jullundur Brigade: Manchesters gone south to (British) 5 Division (this disposes of only British unit).  
 47<sup>th</sup> Sikhs: Half fighting with some British division; half somewhere else!  
 59<sup>th</sup> Rifles and 15<sup>th</sup> Sikhs: In trenches  
 34<sup>th</sup> Pioneers (divisional troops) also in trenches.  
 15<sup>th</sup> Lancers: In trenches.  
 Two companies of Sappers and Miners fighting as infantry with British divisions.  
 Divisional Headquarters: Somewhere?  
 Thank heaven the Meerut Division will get a better chance."*

After this the division were sent to fight in more battles. The Battles of Neuve Chapelle, Aubers Ridge, Festubert and Loos. The division were also sent to Mesopotamia, this was because General Sir John Nixon wanted reinforcements for his attack on Baghdad.

After Baghdad the division was again sent away, this time to Egypt, where they remained until the end of the war!!!



# Lesson Plan 1

Subject	The Third Lahore Division	Class		Teacher	
Date		Children (no./SEN/EAL?)			
		STAFF			
Previous Experience?  Likely misunderstandings or misconceptions					
NC Programmes of Study  PNS links to strands					
Cross-Curricular Learning Opportunities – links to other subjects or theme					
AT's Learning	In this lesson I aim to:  This links to my target:				
In this lesson, children will learn to	Differentiation	Assessment			
Understand facts and information about the Third Lahore Division.		Who can tell me who the Third Lahore Division are? How important were they in the first world war? What battles did they fight in? Where did they come from? Who made up the division?			
Success Criteria	<b>Must:</b> be able to be visual when learning facts about the division. <b>Should:</b> be able to be curious when finding out about the Lahore division. <b>Could:</b> be able to answer questions that demonstrate your learning.				

(created by Miss Emma Bickerdyke)

## - Barrowford - The Third Lahore Division -

	Introduction: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Shared Learning and Teaching</b> What do the children already know? What will you introduce/explain/model? How will you consolidate the learning practically?	Show the children a video about the Lahore Division and let them guess what it is they will be learning about. AFL – what do you know about the Lahore Division? Can you tell me how and where the division was formed?  Write on the whiteboard any facts or the questions that the children may have about The Third Lahore Division.  This will help to form a KWL grid.	Resources  Whiteboard, whiteboard pen, whiteboard rubber.
	Main Activity: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Practise – Apply	<b>Independent Learning</b> How will the pupils apply their new learning How will other adults be used? How will the work be specifically differentiated? E.g. different resources, tasks, more/less adult support	The children will then be shown facts and information about the Third Lahore Division using a powerpoint.  The children will then be shown the monopoly board and will be told that they will be playing monopoly with a twist.  They will play monopoly, but on each property or space the children will reveal a fact about the Lahore Division.  Children will have to record this information to present later in the plenary.	Laptop, I pad, monopoly board and powerpoint about the Third Lahore Division.
Teach – Practise	<b>Guided Work</b> Which group will you work with? How will the pupils apply their new learning	The role of the staff will be to act as facilitators, learning alongside those children who may find this a challenging activity.  Assessment in the form of questioning will also help to gain an understanding of what the children are learning.	
	Plenary: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Plenary</b> How will you check pupils' understanding? How will you refer to the success criteria? How will you promote further learning? E.g. questioning, posing a problem, pupils presenting work, peer/self assessment	The children will come back together and will be asked specific questions about the Third Lahore Division:  Where did they fight in battle?  Who made up the division?  Where did they come from?	Whiteboard, whiteboard pens.

(created by Miss Emma Bickerdyke)

# Lesson Plan 2

Subject	The Third Lahore Division		Class		Teacher	
Date		Children (no. / SEN/EAL?)				
		STAFF				
Previous Experience?						
Likely misunderstandings or misconceptions						
NC Programmes of Study						
PNS links to strands						
Cross-Curricular Learning Opportunities – links to other subjects or theme						
AT's Learning	In this lesson I aim to:  This links to my target:					
In this lesson, children will learn to	Differentiation		Assessment			
What life was like in the trenches for those soldiers fighting as part of the Third Lahore Division.			Who would have fought in the front line trenches?  What were conditions like in the trenches for the soldiers?  How did fighting in the first world war differ from fighting in war now?  What equipment would the soldiers have had with them in the trenches?			
Success Criteria	<b>Must:</b> be able to be determined in creating a trench model. <b>Should:</b> be able to imitate pictures of what the trenches looked like. <b>Could:</b> be able to be flexible in your approach to creating a trench model.					

(created by Miss Emma Bickerdyke)

## - Barrowford - The Third Lahore Division -

	Introduction: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Shared Learning and Teaching</b> What do the children already know? What will you introduce/explain/model? How will you consolidate the learning practically?	The children will be told about what they will be learning about – trenches in world war 1.  The children will be shown a powerpoint about the Third Lahore Division, after which there will be partnered discussion about what life was like and the features of the trenches.	Resources Powerpoint about the Lahore Division. Pictures or models of trenches.
	Main Activity: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Practise – Apply	<b>Independent Learning</b> How will the pupils apply their new learning? How will other adults be used? How will the work be specifically differentiated? E.g. different resources, tasks, more/less adult support	2 hours. The children will then be told that they will be creating a model of a trench in groups of 5.  To help them do this the children will first have to create a plan of their trench system by sketching it out and labelling the significant feature they need to include and what materials they might need to help them.  Once the children have completed their design they can start to create it.  The dimensions of the trench are up to you but we think it would be a good idea to	Clay, teabags, leaves, sticks, stones, paint, paper, playdough, pens, pencils, plastic bottles and toy soldiers and wood for a base.
Teach – Practise	<b>Guided Work</b> Which group will you work with? How will the pupils apply their new learning	During this time my role will be to keep a relaxed vigilance over all groups.  To act more as a facilitator to the children's learning, providing them with the resources they need and assessing the children's learning by questioning the design and feature choices they have made.	
	Plenary: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Plenary</b> How will you check pupils' understanding? How will you refer to the success criteria? How will you promote further learning? E.g. questioning, posing a problem, pupils presenting work, peer/self assessment	Ten minutes. The children will be asked to present their finished trench models. Each group will talk about their model and how it reflects the trenches the Third Lahore Division would have fought in.  Peer assessment will then take place, what was good and what could they have added to improve it even more?	

(created by Miss Emma Bickerdyke)

# Lesson Plan 3

Subject	The Third Lahore Division		Class		Teacher	
Date		Children (no./SEN/EAL?)				
		STAFF				
Previous Experience?						
Likely misunderstandings or misconceptions						
NC Programmes of Study						
PNS links to strands						
Cross-Curricular Learning Opportunities – links to other subjects or theme						
AT's Learning	In this lesson I aim to: This links to my target:					
In this lesson, children will learn to	Differentiation	Assessment				
Understand what dead man's pennies are and why they are significant.  They will tie this in with the Third Lahore Division through their understanding of the causalities the division suffered.		What is a dead man's penny?  Why did you receive one?  How would you have felt if you were given a dead man's penny?  Can you describe what the penny looks like?  What features does the penny have?				
Success Criteria	<b>Must:</b> be able to show an understanding of what a dead man's penny is. <b>Should:</b> be able to be visual when creating a dead man's penny. <b>Could:</b> be able to recreate a dead man's penny.					

(created by Miss Emma Bickerdyke)



## - Barrowford - The Third Lahore Division -

	Introduction: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Shared Learning and Teaching</b> What do the children already know? What will you introduce/ explain/model? How will you consolidate the learning practically?	15 minutes. The children will enter the classroom and they will be asked to explore the coins on their table. Are there any that stand out? Why did you notice them? What do you think they are?  The children will then be shown a powerpoint on the dead man's penny that also links to the Third Lahore Division and the soldiers that died in battle.	Resources  Dead man's pennies, powerpoint about them and the Third Lahore Division.
	Main Activity: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Practise – Apply	<b>Independent Learning</b> How will the pupils apply their new learning. How will other adults be used? How will the work be specifically differentiated? E.g. different resources, tasks, more/less adult support	40 minutes. The children will then be told that they are going to be making some dead man's pennies.  On their tables the children will each have a portion of clay to work with. They will firstly have to shape it into the correct shape and dimension. Once this has been done they will have to be visual to create the images and impressions on the coin.  When complete these will be put on a window sill to dry. During this time the children will create a non-chronological report on the dead man's penny and its significance linked to the Third Lahore Division.	Clay, dead man's pennies, pictures of dead man's pennies and implements to make impressions in the clay.  Lined or plain A4 paper for the non-chronological report. Websites to research about the dead man's penny.
Teach – Practise	<b>Guided Work</b> Which group will you work with? How will the pupils apply their new learning	The teacher and additional adults will move around the room helping those children who may be struggling with certain aspects of the activity.	
	Plenary: Teaching and Learning Activities, Timings, Key Vocabulary and use of any other adults		
Review – Teach	<b>Plenary</b> How will you check pupils' understanding? How will you refer to the success criteria? How will you promote further learning? E.g. questioning, posing a problem, pupils presenting work, peer/ self assessment	Once dry the children will paint the pennies either bronze, silver or gold.  Following this the children will share their learning with the rest of the class. With those who are not speaking peer assessing, looking for positives and things that could be done to improve the lesson further.	Paints.

(created by Miss Emma Bickerdyke)

# The 1<sup>st</sup> Battalion The Manchester Regiment



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**St. John's Church  
of England Primary  
School, Dukinfield,  
Cheshire**

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# The 1<sup>st</sup> Battalion The Manchester Regiment

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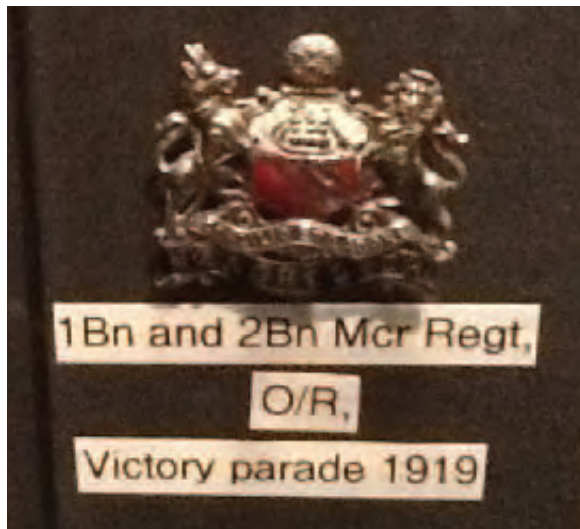
## EARLY YEARS OF THE 1<sup>ST</sup> BATTALION *(work created by year 6)*

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### Creation

In 1881 [on the 1<sup>st</sup> July] the Manchester Regiment was created out of the 63<sup>rd</sup> and 96<sup>th</sup> Battalions of Foot. The 63<sup>rd</sup> became the new 1<sup>st</sup> Battalion of the Manchester Regiment. The old 63<sup>rd</sup> were nicknamed 'the bloodsuckers' because they wore a fleur-de-lys, which was a badge that some people thought looked like a bloodsucking insect. The new regiment depot [base] was in Ashton-under-lyne.

The 1<sup>st</sup> Battalion travelled extensively around the world throughout their initial years, helping to protect colonies of the British Empire. In 1881, the battalion went to India, but a year later they had to go to Egypt, for a brief time. By 1897, they were stationed in Gibraltar.



*Manchester Regiment Badge Cap*

### Boer War

From 1899 to 1902, the battalion was engaged in the British war efforts against the Boers, in South Africa. They played a significant role within the British Army, taking part in several dangerous but important battles.



*Battalion soldiers defending their position at Caesar's Camp*

On 6<sup>th</sup> January 1900, two soldiers from the battalion won the Victoria Cross (the highest medal awarded for bravery). They were the first soldiers in the battalion to achieve such an honour – they were awarded the cross for holding on to their position, in the face of the enemy, for 15 hours, despite many of their fellow soldiers being wounded or killed.

# The 1<sup>st</sup> Battalion The Manchester Regiment

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## EARLY YEARS OF THE 1<sup>ST</sup> BATTALION *(work created by year 6)*

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### Places visited

The 1<sup>st</sup> Battalion then stationed in India from 1904. They stayed in India for the next 10 years, during which they travelled to many areas of the country, as part of their commitment to supporting the protection of a colony of the British Empire.

In 1904, the 1<sup>st</sup> Battalion travelled on two trains to their first destination – Secunderbad. After 5 years in Secunderbad, they then travelled in October 1908 to Kamptee. On 24<sup>th</sup> March 1910, they went from Kamptee to Trimulgherry.

Towards the end of 1911, they moved from Kamptee to Jullundur. They then moved back to Kamptee, to arrive in Delhi shortly afterwards. The 1<sup>st</sup> battalion reached Delhi on the 25<sup>th</sup> November. While working in these different places, the battalion took part in an extensive training programme to develop their military skills even further.



*G. Company, stationed at Secunderabad*

### Events and training

Whilst serving in India, the 1<sup>st</sup> Battalion were training alongside Indian soldiers so they could fight and defend themselves. They took part in many aspects of military training: handling a rifle; developing speed of reflexes and hand-to-hand combat, which took place every morning and night. As the battalion were training frequently with the Indian soldiers, they learnt to speak their language and understand some aspects of the local culture, so they could communicate and co-operate more effectively.

In 1909, soldiers from the 1<sup>st</sup> Battalion won the Wolfe Murray Cup and colour-sergeant Goodson won the Staff Cup for marksmanship – they had to compete against a variety of both British and Indian soldiers. In 1911 the first battalion band won two silver cups, one for best band (presented at a military ceremony) and one for best hockey team. In 1910, over 49,000 troops paraded in front of the King, whilst he carried out on an official tour of the region.



*Battalion at Hill Station, India*



*(work created by year 6)*

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## THE 1<sup>ST</sup> MANCHESTERS IN FRANCE AND BELGIUM

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### Work in France 1914

During August 1914, the 1<sup>st</sup> Battalion arrived in France at Marseilles. Unfortunately, they didn't have the right uniform ready. The 1<sup>st</sup> Manchester Battalion arrived from India in summer uniform (Khaki Drill). They were absolutely freezing because the winter uniform (Khaki Serge) wasn't ready so they had to suffer whilst they were fighting.

In October 1914, the battalion marched to Gorre, to engage in fighting against the German forces. In this time the two battalions (the old 63<sup>rd</sup> and 96<sup>th</sup> regiments of foot) met for the first time since their amalgamation in 1882. On 17<sup>th</sup> October, orders were received to move north.

At Givenchy, on the 20<sup>th</sup> and 21<sup>st</sup> of December, the battalion fought for over 30 hours and succeeded in regaining trenches that had been previously lost; holding them against a considerably stronger force of the enemy. In this action the battalion's losses were five officers and over three hundred men.



### Early 1915

During the month of January, the 1<sup>st</sup> Battalion were based in a variety of places throughout France and Belgium. During this time, they undertook military training, which included handling weapons such as rifles, grenades, bombs, guns, knives and shells. Heavy rain fell during this time and the whole region became a wilderness of mud.

Throughout the conflicts the 1<sup>st</sup> Manchesters took part in, they were fighting alongside a large number of Indian soldiers. By the 1<sup>st</sup> February, the losses of the Indian Corps totalled 1,429 soldiers killed. Wounded soldiers equalled 5,989 and 2,335 Indian Corps went missing.

On the 9<sup>th</sup> of March, an attack on Neuve Chapelle was to be undertaken, with the 1<sup>st</sup> Battalion fighting as part of the Lahore Division (with three other Indian battalions). The objective was to get to the enemy's trenches, which resulted in intense battles throughout the region.

On 26<sup>th</sup> April, the 1<sup>st</sup> Battalion was involved in the Battle of St Julien (part of the 2<sup>nd</sup> Battle of Ypres). Again as part of the wider Lahore Division, they were directed to attack the German trench positions in the north-east area of Ypres, near Wieltje.



*(work created by year 6)*

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## THE 1<sup>ST</sup> MANCHESTERS IN FRANCE AND BELGIUM

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The assault, which began just after 2pm, encountered fierce German artillery fire almost immediately, resulting in heavy casualties. Some of the first line troops carried marker flags to indicate their progress to the British supporting artillery, but these flags were also observed by German spotters with disastrous consequences. Additionally, a discharge of cloud gas drifted across the front of the division's assault, causing casualties and much confusion. The Lahore Division was unable to make significant advances against the enemy, though some troops got to within 100 yards of German positions. However, they were there halted by wire, shelling, rifle and machine-gun fire. The attack was abandoned and troops retreated; one corporal from the 1<sup>st</sup> Battalion (Issy Smith) won the Victoria Cross for exceptional bravery during this.



### June – December 1915

Through the period of time in June, July and August the Battalion remained on the same sector of the front, taking part in no operations of the first importance, but losing men not only in every tour in the trenches, but even when originally in rest.

During June and July, the Battalion was based in La Gorgue. In August it moved to Rue-De-Bris, and then Neuve Chapelle for September, October and November. From the end of May to the start of December, the Battalion was repetitively employed in trench warfare without being in any 'big' actions. On December 9<sup>th</sup> 1915, the Battalion embarked on Marseilles and took a boat to sail to Mesopotamia.

A record from one day – the 25<sup>th</sup> of July – from a private's diary gives an insight into the difficult time the soldiers endured:

*One shell hit the parapets of the fire-trench. Although the parapets was 5 feet high it was entirely demolished and two dug-outs destroyed. One man was killed and several buried. One man when extricated was badly shaken, but the other two shook themselves and laughed. A few minutes later another shell hit four dug-outs of the reserved company; here two men were blown to pieces, another had his arm blown off at the shoulder, and a fourth was badly shaken. Although about twenty shells were fired, no other damage was done. During the previous night a man in No. 1 Company was killed by a bullet coming through a loophole.*

*(work created by year 6)*

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## WORK IN ASIA

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### 1916 – early 1917: Mesopotamia

The reason the 1<sup>st</sup> Battalion travelled to Mesopotamia, was because there was a low amount of protective soldiers in the country. Another reason for this is that there was a heavy amount of soldiers in France and Belgium. However, they didn't know what was going to come in Mesopotamia. By this time, the battalion had: 30 officers and 881 other ranks; this made quite an army. But people didn't think that there were enough soldiers so while they were at camp on the south bank (on the 5<sup>th</sup> of February), they were sent a draft of 131 men and they moved camp again.

The battalion arrived in Basra, the first location, in the late afternoon 8<sup>th</sup> of January 1916. They weren't involved in battle for eleven days; however, there was heavy training until the first battle. After two day of battling, on the 21<sup>st</sup>, the main attack quickly approached. Before the enormous attack, they already had: two men killed and eight men wounded, including a medical officer, Captain Spackman, a man in the 20<sup>th</sup> company, who was wounded by heavy shrapnel which dug deep in to his flesh. While in the battle, the British men made the Turks fall back from the main attack. It was a miserable night for the British in the pouring rain.

Near the end of 1916, in July, the battalion only had 19 officers on 367 other ranks; this meant they had lost 500 personnel from other ranks. Then, in November, they were sent some non-commissioned officers and men, who joined the battalion in drafts with all different strengths and this led into the next year.

A main battle in 1917 was the battle of Dujailah, where the battalion battled for days and lost many men; they unfortunately had to retreat from roughly 5 battles and eventually abandoned the offensive. Despite this apparent failure, in the fifth battle, a soldier from the battalion named George Stringer was awarded the Victoria Cross for his heroic actions.



*Battalion returning from Dujailah*

*(work created by year 6)*

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## WORK IN ASIA

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### **Late 1917–1918: Mesopotamia**

Towards the end of August, 1917, the 1<sup>st</sup> Battalion moved to a new camp at Istabulat. They had to dig perimeter trenches so as to protect them in case of an attack by hostile aircraft.

During the last days of September, two important operations were carried out. The first was at Mendali on the Persian frontier, which was affected on the 29<sup>th</sup> August by a cavalry force after a sharp conflict. The second, a much more serious matter, was a carefully planned attack by General Brooking with his 15<sup>th</sup> Division at the Euphrates above Feluja, where an Ottoman (Turkish) force had been in position all summer.

These significant conflicts were followed by an inactive period for the battalion, until the 22<sup>nd</sup> October. It was announced that a body of the enemy had been spotted north of the Al Ajik position, North of Samarra. Later in the day, a rival aeroplane flew low over camp and dropped many bombs doing, however, insufficient or no damage.

On the night of the 23<sup>rd</sup>, the battalion marched to a point just west of Mansuriah. It was learnt that the enemy had cleared its position.

On the 10<sup>th</sup> November, the 1<sup>st</sup> Manchesters moved to Daur. They stayed there until the 11<sup>th</sup> before marching, under great heat, from Huwaislat to Samarra, which they reached the next day. On the 16<sup>th</sup>, they moved to Izakhi and changed places with the 2<sup>nd</sup> Battalion.

Throughout the winter months of 1918, the Battalion stayed at the camp in Izakhi with various military training, daily.

On the 9<sup>th</sup> January, 1918, 141 non-commissioned officers and men joined the battalion. Following this, on the 23<sup>rd</sup> January, Second Lieutenants Heath and Jack, arrived with a draft of 48 men. The battalion stayed in Mesopotamia until the end of the war, defending its people and culture.



*White mules used by the battalion*

*(work created by year 6)*

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## RECIPIENTS OF THE VICTORIA CROSS IN THE 1<sup>st</sup> MANCHESTER BATTALION

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### Issy Smith

Issy Smith was a Corporal in the 1<sup>st</sup> Battalion of the Manchester Regiment. He was born Ishroulch Shmeilowitz, on 16<sup>th</sup> September 1890, in Alexandria, Egypt to Jewish parents. He travelled to Britain as a child stowaway and began serving in the British Army in 1904. He emigrated to Australia after being discharged, but re-enlisted into the armed forces in 1914.

On the 26<sup>th</sup> April 1915, at Wietje, during the second battle of Ypres, Smith solely recovered wounded soldiers from the battlefield. This was in the midst of extreme danger from advancing German forces, facing heavy shelling, continuous gunfire and tear gas attacks. In August 1915 Smith was awarded the Victoria Cross for his actions – his citation reads “with the greatest devotion to duty regardless of personal risk.”

After the war, Smith emigrated to Melbourne, Australia where he died at the age of 50 on 10<sup>th</sup> September 1940.



Issy Smith and Sergeant Rooke

### George Stringer

George Stinger was a private in the 1<sup>st</sup> battalion of the Manchester Regiment. He is remembered for being awarded the Victoria Cross, (the highest medal awarded in the ranks).

His citation reads: “For most conspicuous bravery and determination.”

During the Mesopotamian campaign the 1<sup>st</sup> Manchester's took part in the battle of Dujailah in March 1916. They led an assault on Turkish forces near at the Dujailah Redoubt, a stronghold near the town of Kut, and successfully captured the enemy front line trenches. However, when Turkish forces launched a counter attack, the British had to retreat. As this happened, Stringer remained as the rearguard in the trenches. He single-handedly kept the Turkish forces back through using hand grenades, while the rest of the battalion could escape to the safety. During this engagement, the British suffered roughly 4,000 casualties – a number which would have been significantly higher if not the actions of George Stringer.



George Stringer (in front of the man with the large hat)



# Lesson Plan 1

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**LO/ to learn about the Battle of Dujaliah and understand how the soldiers felt.**

## **Background info**

The 1<sup>st</sup> Manchester Regiment took part in the Battle of Dujaliah in March 1916 which was planned to release the British army in Kut-al-amara, which was being confined by Ottoman Forces. In the battle, the 1<sup>st</sup> Manchesters occupied the trenches of Dujaliah redoubt with the 59<sup>th</sup> Scinde rifles (Frontier forces); however, they were consequently displaced by an ottoman counter-attack, being pushed back to their starting lines. During the cancellation, Private George Stringer held his ground single-handedly, throwing grenades at the Ottomans allowing his comrades to retreat. He was awarded a Victoria Cross. British and Indian armies suffered four-thousand casualties. After five unsuccessful tries to release the town, Kut gave in to Ottoman forces, 29<sup>th</sup> April.

## **Equipment list**

Water balloons; small plastic balls; talcum powder; classroom tables; pictures of battle of Dujaliah map.

## **Starter**

First, we need to get into a circle for circle-time and discuss the Battle of Dujaliah, using the background information. Then when they know the battle, give out parts for the re-enactment. (One George Stringer, Turkish army and British army) During learning the story, they will learn actions for specific words (e.g. for George Stringer the action could be throwing a grenade).

## **Main activity**

After the circle time and when they know everything about the Battle of Dujaliah, take them outside to re-enact the battle with a child as George Stringer and the Turks protecting Kut. George Stringer throws water balloons while Turks hide behind crates (trenches).

## **Plenary**

After the circle time and the re-enactment, the children will show what they learnt through a hot seating session, answering questions. There will be a TV presenter (the hot seat will be like a TV interview) interviewing George stringer and the Captain of the group who were attacking.

## **Actions for story during circle time**

George Stringer – throwing a grenade

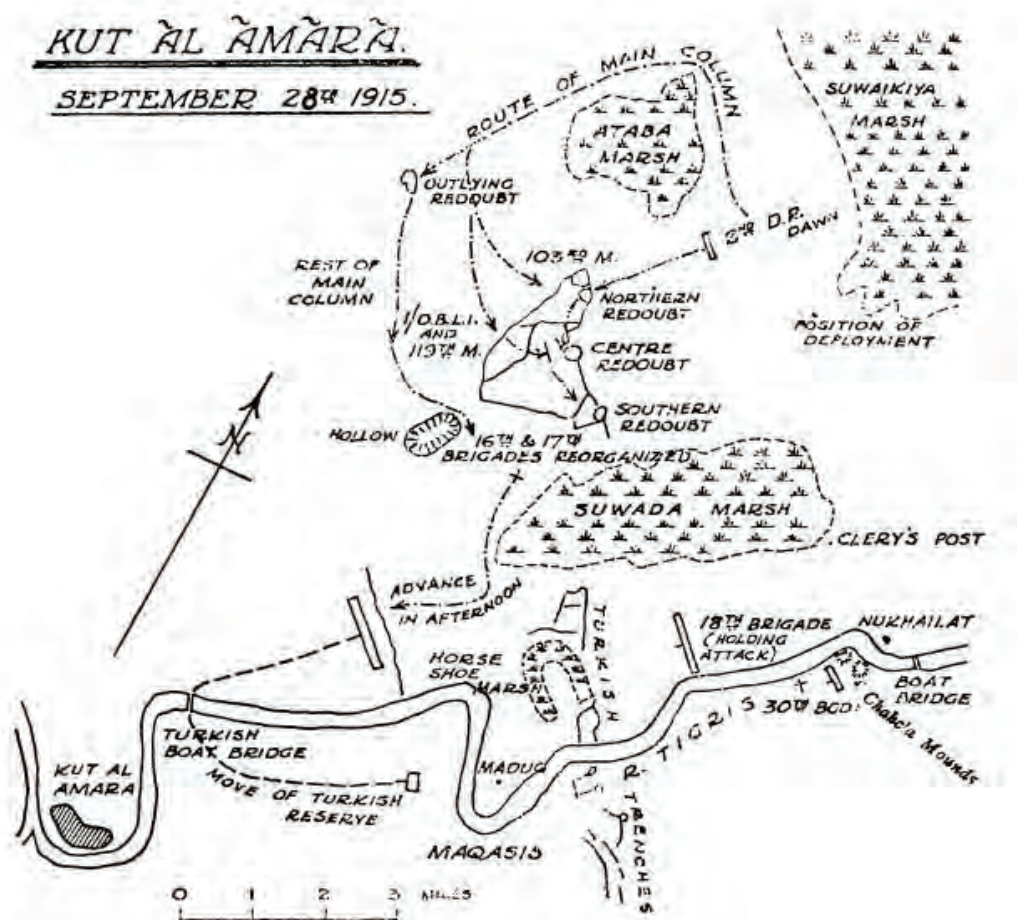
Battle of Dujaliah – pretending to fire a gun

Grenades – POW

Kut – pretending to cut something with your fingers.

*(created by Mr Michael McDonald)*





# Lesson Plan 1

**LO/To find out about trench life in WW1 and to test your memory!**

## **Background Information:**

A trench is used for soldiers to hide, sleep and shoot through loopholes. A loophole is where a metal tube is connected to the trench and at night when the soldiers wanted to spy on the enemies they would look through to see where they were, put their rifle through, and then shoot. Roughly 1000 men stayed in one whole trench that runs for miles and miles.

The different trenches are: Fire trench (used for aiming and shooting); a Support trench (used for giving more ammunition to the Fire trench); a Reserve trench (used for giving more ammunition to the support trench that then gives more ammunition to the Fire trench); a Contact trench (used for the support trench and the reserve trench to contact the contact trench, which is a bunker, to then contact the first aid post if a member of the Fire trench is badly injured).

A trench is a base and shelter for the soldiers; it is used for many reasons to support them. The reason why the trenches run for miles and miles is so the whole battalion can fit to rest, to reset and to eat. The trenches are just a long, deep hole that would have been dug for many days and many nights. On the front of the trench, sand-bags are laid to protect the soldiers. They would hide behind the sand-bags and then put their guns on top and aim then fire.

## **Equipment list:**

- Buzzer/Bell/
- Slideshow/
- Trench pictures/description/
- Classroom equipment/
- batteries for buzzer (if needed)

## **Starter:**

1. First of all you will ask the children if they know anything about trench life. Each table will be a group to work together throughout the lesson. You will also tell the children some interesting facts about the trenches. Ask questions such as: where did the soldiers sleep? Were the trenches a nice place to be? How many parts of the trench were there?

## **Starter:**

2. Match up each picture card with a description card. The first table to win gets what their class gives out such as: stickers, air miles, table points, home points, etc.

## **Main activity:**

You will be doing freeze frames for the main activity about how the soldiers felt and what it was like during World War 1. The children will be put into 5 groups of your decision and the other groups will try to guess what their freeze frame is. You will have to give the 5 groups a sheet which will tell them what subject of the trench life they are doing such as: diseases – trench foot, which is where some of the battalion's feet, go black and mouldy and at some point their feet might even drop off because of the effect that is on the foot. There is no medication for this. Blinded Wound, which is where the soldiers purposely injure themselves so they get sent home to be re-united with their family again. There are other aspects like: dehydration, lice, rats, etc.

## **Plenary**

Use the powerpoint quiz to assess what the children have remembered about the trenches.

*(created by Mr Michael McDonald)*



# Trench Life Game



## **Fire Trench**

This was the trench where the soldiers fired forward at their enemies.



## **Contact Trench**

The Contact Trench was the trench here people helped make sure all the soldiers were safe and secure.



## **Reserve Trench**

The Reserve Trench was where the soldiers went to prepare for war.

*(created by Mr Michael McDonald)*

# Lesson Plan 1

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## **LO/How to make the Victoria Cross**

### **Equipment list**

Clay  
Clay cutters  
Gold paint  
Picture of Victoria Cross

Picture of Victoria Cross winner  
Story of George Stringer

Background (see separate for background information about the V.C. and George Stringer).

### **Starter**

Use the background information to explain what the V.C. is and why George Stringer was awarded it (there is an online biography if more info is needed). Check they understand why the V.C. was awarded.

### **Main Activity**

Show the picture of the V.C. and ask the children to describe it and draw it in their sketch books.

First, get some clay then, you bang it on the table to get all the air out.

Next you roll it in a ball to make it smooth.

Then you need a rolling pin to roll it out (not too thick and not too thin).

Then you use the picture to cut out the shape of the V.C.

After the clay has dried paint it with gold coloured paint (this might need to be the next lesson).

A red ribbon can be added.

### **Plenary**

What have you learnt about the V.C.?

If you went to a museum how would you recognise a V.C.?

Who can explain why the V.C. would be awarded to a soldier?

Why was George Stringer awarded the V.C.?

*(created by Mr Michael McDonald)*

## - St. John's - How to make a Victoria Cross

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### For teacher only

Private George Stringer held his ground singly-headedly using grenades on the Turkish soldiers, during the Battle of Dujialah at Kut in Mesopotamia (1916). The British soldiers had attacked and made it to the Turkish front line trenches, but unfortunately ran out of ammunition. The Turkish then launched a counter attack, making the British retreat. George Stringer held his position in the enemy trenches for hours. In doing this he secured the flank of the battalion winning the Victoria Cross for his actions.



*(created by Mr Michael McDonald)*



# 47<sup>th</sup> Sikhs



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**Silverdale St. John's  
Church of England  
Primary School,  
Silverdale**

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# 47<sup>th</sup> Sikhs

*(work created by years 5 and 6)*

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The 47<sup>th</sup> Sikh Regiment of the Bengal Infantry was first started on the 12<sup>th</sup> of October 1900 by an order from the Indian Government.

The government stated that it had to consist of some Jat Sikhs, 35<sup>th</sup> Sikhs, 36<sup>th</sup> Sikhs and Punjab Soldiers.

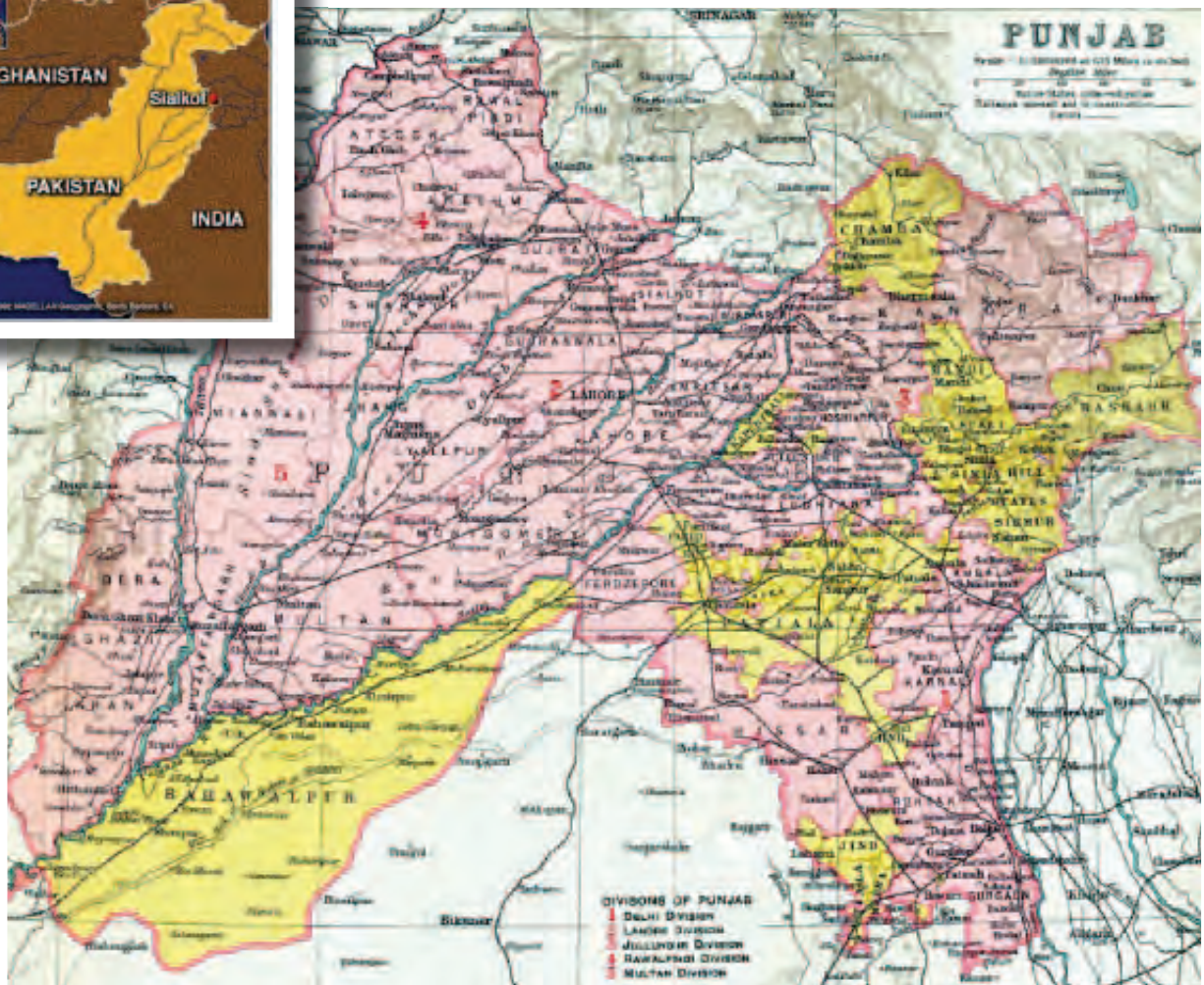
The Jat Sikhs were known for being good soldiers as they had a strict Sikhism diet of no meat and fish and they were known for skills in wrestling and weightlifting. However, in order to be accepted as a 47<sup>th</sup> Sikh Soldier, they had a strict height and chest measurement restriction of between 1.6 and 1.7m in height and larger than 84cm around their chest.



## - Silverdale - 47<sup>th</sup> Sikhs -

The Sikh religion believes that everyone is equal and will fiercely defend anyone who is in danger of harm. They are great warriors who are 'as brave as lions' and are not afraid to die defending their faith. They follow

the teachings of their Gurus, the eleventh being the Holy Book called the Guru Granth Sahib. Because of this, they were known as a Martial Race who would make a terrifying force of soldiers when fighting together.



After 3 months of recruiting, in 1901 the new battalion was formed and based at Sialkot with their first Commanding Officer being Lieutenant Colonel Percy Gerald Walker.





## - Silverdale - 47<sup>th</sup> Sikhs -

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The 47<sup>th</sup> Sikhs had the same Khaki uniform as the 35<sup>th</sup> and 36<sup>th</sup> Sikhs made of a light material for the warm weather of India.

They were armed with Lee-Enfield Rifles which was a bolt action British Army Service rifle.



They wore the round metal badge of the 47<sup>th</sup> Sikhs in the middle of their turbans but had puttees, boots and belts the same as a British soldiers. Their khaki turban used to be nine metres but was shortened to 4.5 metres so it was lighter on the head.



## - Silverdale - 47<sup>th</sup> Sikhs -

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In February 1901 the first Regimental Crest was designed.

The design represented the Sikh Lion a Sikh Quoit, with an Imperial Crown on top. The Sikh Lion or Singh, means being brave and having courage and a Sikh Quoit is a distinctive Sikh military weapon, fired like a discus or frisbee, or even spun on the forefinger before being released. The Quoit could then cut off a limb from a distance of 50 metres.



By October, the crest had changed. It now had a scroll underneath the Quoit with the wording 'XLVII SIKHS'.



The recruits had to complete lots of training. They did drill training and weapons training and field firing at the ranges. They also learnt how to use signalling to communicate. To stay even fitter they loved to play sports such as hockey, building up their team spirit, boxing and cross-country running.

After three years, the 47<sup>th</sup> Sikhs had their first operational service to go to Africa but this was soon cancelled.

On the 2<sup>nd</sup> of October 1903 the regiments of the Indian army were re-numbered and the 47<sup>th</sup> Sikh regiment of Bengal infantry were now known as 47<sup>th</sup> Sikhs Regiment or 47<sup>th</sup> Sikhs. On the 10<sup>th</sup> of March 1904 at Sialkot, the 47<sup>th</sup> Sikhs were presented with their first Colours by Lieutenant General Bindoon Blood, General Officer Commanding the Punjab Force.

In June 1904 the 47<sup>th</sup> Sikhs were ordered to go to China to help fight in The Boxer Rebellion; they were to go to two places, Teintsin and Lutai. It took them 9 months to get there. They stayed for three years, fighting hard but heroically to keep law and order in the area.





## - Silverdale - 47<sup>th</sup> Sikhs -

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Whilst the 47<sup>th</sup> Sikhs were in China they were given a new weapon and trained to use it well. This weapon was the Maxim Gun. It was more like a machine gun which meant it could fire faster and do more damage. It did however take five strong men to carry the gun. The 47<sup>th</sup> Sikhs helped to train soldiers from other regiments to use the new weapons well.

The 47<sup>th</sup> Sikhs created a great impression on commanding officers of the army who were extremely impressed by their skills. Brigadier General WH Walters who was the Commander of the North China forces said they were "excellent in every respect and cannot be surpassed by any unit of His Majesty's Army". He personally thanked them for all they had done.

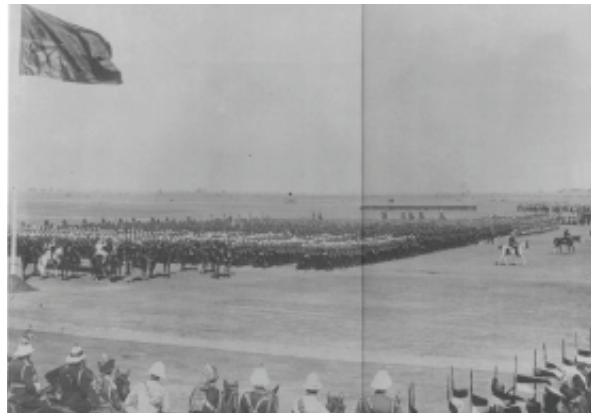


Whilst they were in China, the 47<sup>th</sup> Sikhs impressed the German Field Marshall Waldersee who was impressed by their 'splendid physique and soldiery bearing'. Little did he know that they would be fighting against him and his army 10 years later!

On the 15<sup>th</sup> April, 1908, the 47<sup>th</sup> Sikhs began their journey back to India. They moved to Jullundur where they joined with the 59<sup>th</sup> Scindes and the 1<sup>st</sup> Manchesters to form the Jullundur Brigade.



A very important day was in December 1911 when George V, King of England and the King Emperor to India visited Delhi, where the Jullundur Brigade marched past him, showing their true and mighty force.



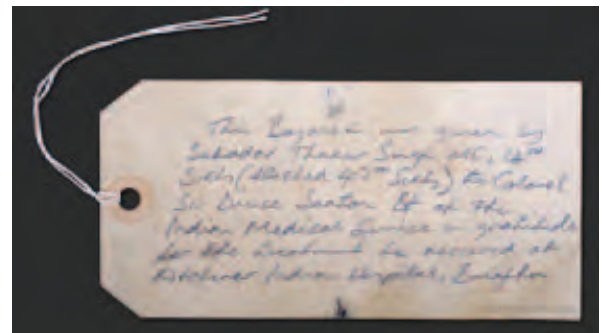
## - Silverdale - 47<sup>th</sup> Sikhs -

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Thakur Singh was a 47<sup>th</sup> Sikh Soldier and he was a very brave person who was awarded the Military Cross for service in 1914, and eventually the Order of British India. He was the first Native Officer to be directly commissioned as Jemadar for the battalion. He quickly got promoted to the rank of Subedar, equal to Captain in the British army. He was with the 47<sup>th</sup> Sikhs from the very early beginnings and went to France with them where he led his men and fought bravely, earning his awards.



He was actually wounded at Neuve Chapelle whilst fighting and went to recover in hospital in England. Once he got better, he rejoined the 47<sup>th</sup> Sikhs and continued to fight with them. Whilst in hospital he met a man called Colonel Seton who had great respect for the Sikh soldiers, setting up a Guduwara within the hospital for the Sikhs to worship. Thakur was so grateful for this that once he retired from the army, as Subedar-Major, he left Colonel Seton his bayonet.



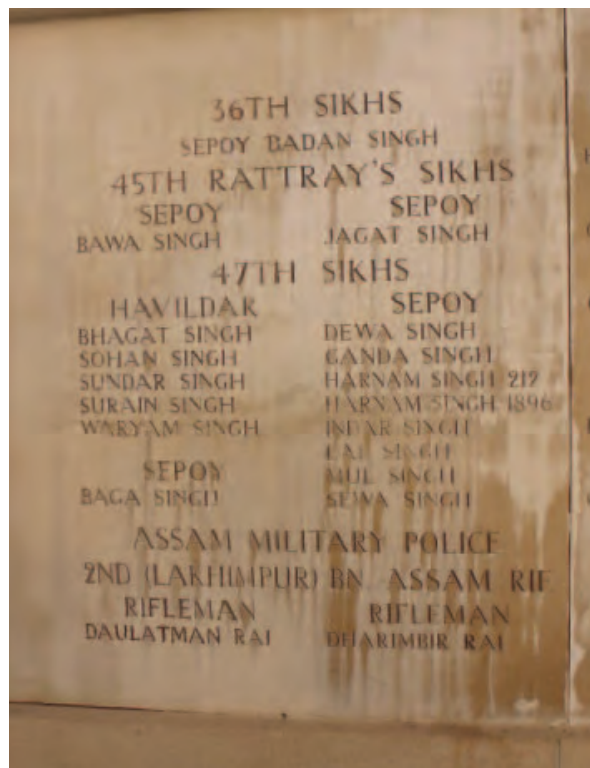
## - Silverdale - 47<sup>th</sup> Sikhs -

He did this as a great mark of respect, just like a Kirpan is to a Sikh. This is a small knife that the Guru Granth Sahib says all Sikhs should carry with them as it symbolises the protection of the weak.

On August 8<sup>th</sup>, 1914 the Indian Army received its orders that they were to join the British Expeditionary Force in its campaign against Germany in Europe. Many of the 47<sup>th</sup> Sikhs did not know where they would be sent to, but they returned from leave and got ready to go to war. Not a single man failed to re-join the Battalion when the orders came. They boarded small pilgrim ships and set off for war, landing in France at Marseilles. When they marched through the villages of France everyone stopped and stared at these soldiers with their exotic looks and strange and unusual uniforms.



The 47<sup>th</sup> Sikhs as part of the Jullundur Brigade fought bravely at the battle of Neuve Chapelle – of the 444 men that went into battle, only 128 survived. Throughout the battles the Sikh soldiers were very heroic. They never gave up and showed no fear of the enemy they faced.





# Lesson Plan 1

## Sikhism Lesson

<b>Learning Objective Question:</b>	What is Sikhism?  What is important to Sikhs?
<b>Suggested outcomes:</b>	<ul style="list-style-type: none"><li>• I can use the internet/books to research the main facts about Sikhism.</li><li>• I know what the Sikhs believe and what they follow.</li><li>• I can list what Sikhs wear/carry with them and what they represent.</li><li>• I can understand why Sikhism was important to the Sikh Soldiers.</li></ul>
<b>Key Questions:</b>	Use the teacher's notes to give background information about Sikhism.  When was it started?  Who was their founder?  What is important in the Sikh religion?  What do they follow/believe in?  What symbols do they have?
<b>Activities:</b>	<ul style="list-style-type: none"><li>• Complete an internet scavenger hunt – using the question sheet. How can the children present their findings in an interesting way?</li><li>• Complete the 5 K's worksheet.</li><li>• Look at the photograph of the Sikh Soldiers carrying the Guru Granth Sahib. Why was this important to them on the battle field? Use the questions to draw out the children's understanding and empathy skills.</li><li>• Visit a Sikh Gurdwara.</li><li>• Ask a Sikh into school.</li></ul>

*(created by Miss Claire Bloomfield)*

## - Silverdale - 47<sup>th</sup> Sikhs -

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### **Sikhism Scavenger Hunt**

Can you use the internet/books to answer all these questions?

Can you present your findings in an interesting way?






When did Sikhism start?
Who was the founder of Sikhism?
What is the Sikh symbol?
How many Sikh Guru's were there?
Where do they worship?
What is their sacred book called?
What do Sikhs believe in?
Name the 5 K's and state their meanings.

*(created by Miss Claire Bloomfield)*



## - Silverdale - 47<sup>th</sup> Sikhs -

### Sikhism – the 5 K's

<b>Kesh</b>		<p>What do Sikhs believe about hair?          What do Sikhs cover their hair with and why?          Does Kesh apply to hair on the head only?</p>
Uncut hair		
<b>Kanga</b>		<p>What is the purpose of the Kanga?</p>
Comb		
<b>Kara</b>		<p>What is the purpose of the Kara?          Why does it have to be made of Iron?          How does it help a Sikh in their life? And what does it represent?</p>
Bracelet		
<b>Kachera</b>		<p>Why do Sikhs wear a Kachera?          What does it symbolise?</p>
Underwear		
<b>Kirpan</b>		<p>Why do Sikhs carry a Kirpan around?          What is the purpose of the Kirpan? Is it legal to carry around in the UK?</p>
Small sword		

(created by Miss Claire Bloomfield)



Why is it wrapped up?

What are they carrying?

Why are the Sikhs marching behind it?

Why is it important to them?

What do you think they will do with in on the battle field?

*(created by Miss Claire Bloomfield)*

### Sikhism Notes for Teachers

- Sikhism is one of the world's youngest religions being founded just over 500 years ago. Despite being so young, it is the fifth largest religion in the world with over 20 million followers.
- Sikhism is not derived from any other religion.
- The word 'Sikh' in the Punjabi language means 'disciple', Sikhs are the disciples of God who follow the writings and teachings of the Ten Sikh Gurus.
- The founder of Sikhism is Guru Nanak.
- Their sacred text is the Guru Granth Sahib.
- Sikhism teaches that all human beings are equal and can realise the divine within them through devotion to God, truthful living and service to humanity.
- Their core beliefs are that there is only one God, all men and women are equal, they should work hard and live honestly and give to the needy.
- They do not believe in: fasting, superstitions, ritualism, caste system, alcohol, smoking and drugs.
- Their symbol is called the Khanda.

The Khanda – double-edged sword. This represents the belief in one God.

The Chakkar – is a circle representing God without beginning or end and reminding Sikhs to remain within the rule of God.

Two crossed kirpans (swords) – representing spiritual authority and political power.

- Sikhs worship at home and in the Sikh temple called the Gurdwara.
- Sikhs display their commitment to their beliefs by wearing the Sikh articles of faith. The five articles of faith start with the "K" alphabet in Punjabi, and are thereby referred to as the 5 K's.

They are:

1. **Kesh** (uncut hair) Spirituality

Sikhs do not cut their hair (kesh) but let it grow as a symbol of their faith. Because during their lifetimes it will get very long Sikh men wear turbans to keep it tidy.

Sikh women may either wear a turban or a scarf.

2. **Kangha** (comb) Cleanliness

The kanga is similar to a small comb and affirms its bearer's commitment to society. It is tucked neatly in a Sikh's uncut hair.

3. **Kara** (steel bracelet) Good deeds

The kara is worn around one's wrist like a bracelet and its circular shape reminds a Sikh that the Creator (God) is infinite – without a beginning and without an end.

4. **Kirpan** (sword) Protection

The kirpan resembles a sword and symbolises the protection of the weak by Sikhs. It is hung near a Sikh's waist with a shoulder strap.

5. **Kaccha – Kachhera** (soldier's shorts)

The kaccha (also spelt Kachhera) is similar to a soldier's undershorts, a loose, white, cotton undergarment. It reminds the Sikh of the need for self-restraint over passions and desires.

# Lesson Plan 2

## Diary/ Footsteps Lesson

<b>Learning Objective Question:</b>	What was it like to be a Sikh soldier in the battlefields of France? What was it like seeing Sikh soldiers in the trenches and on the streets?
<b>Suggested Outcomes:</b>	<ul style="list-style-type: none"><li>• I can think about life as a Sikh soldier in France.</li><li>• I can imagine I was a Tommy seeing a Sikh soldier for the first time and state what I was feeling.</li><li>• I can empathise with French civilians seeing the Sikh soldiers marching through their streets.</li><li>• I can act out a scene as if I was a Sikh soldier or French civilian.</li><li>• I can write a diary entry, recording my thoughts and feelings.</li></ul>
<b>Key Questions:</b>	Show the photographs of the Sikh soldiers in France. Perhaps have one photograph per table. Each group to discuss and report back.  What can the children see? What do they think it would be like for the Sikhs? How would the Tommy's react seeing these strange people? Would the Tommy's be happy to work alongside the Sikhs? How would the French civilians react as they see the strange people walking through their towns? What would they be thinking and feeling?
<b>Suggested Activities:</b>	<ul style="list-style-type: none"><li>• Share ideas from the photographs. Add speech and thought bubbles to the photographs so that the children can start to empathise with the characters.</li><li>• Act out the photographs. Freeze frame and take photographs. Assign a 'reporter' to interview the children in their positions. Use photographs and reporter notes to complete newspaper reports.</li><li>• Complete 'hot seating' activity – can the children question the people and also answer appropriately?</li><li>• Ask children to complete a diary entry. 'First day in the trenches' – from Tommy or Sikh perspective or 'The day I saw the Sikh army' – from the French civilian perspective.</li><li>• Complete a 'conscious alley', asking children to be different people from the photographs.</li></ul>

*(created by Miss Claire Bloomfield)*



- Silverdale - 47<sup>th</sup> Sikhs -

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# Lesson Plan 2

## Drill Lesson

<b>Learning Objective Question:</b>	What is involved in army drill? Can I follow 'drill' instructions?
<b>Suggested outcomes:</b>	<ul style="list-style-type: none"><li>• I know the different orders involved in drill and what they mean.</li><li>• I can complete the drill exercises.</li><li>• I know the British and Indian translations for drill.</li></ul>
<b>Key Questions:</b>	Show children the pictures of drill. <ul style="list-style-type: none"><li>• What are the soldiers doing?</li><li>• How do they look?</li><li>• Why do they think they have to do this?</li><li>• Do they think that every soldier had to do these exercise?</li></ul>
<b>Activities:</b>	<ul style="list-style-type: none"><li>• Show children the commands for the 'drill'. As a class complete a drill exercise. Assign a child to be the Army Officer to give the commands. Try the exercises using the Indian translation.</li><li>• When familiar with the drill exercises, children could create their own 'drill' to deliver to the rest of the class.</li></ul>

*(created by Miss Claire Bloomfield)*

## - Silverdale - 47<sup>th</sup> Sikhs -

### Army Drill

Below is a basic army drill to follow as a class. In red is the Indian translation of the commands.

Try to follow the order of commands, using the pictures to help you with positions. Attempt giving the orders in Indian, as well as in English. You may want to hold sweeping brushes, rounders posts or hockey sticks as make shift rifles.

'Fall In'/'**Line Ban**' – get all the soldiers in line ready for drill.

'Attention'/'**Savdhan**' – soldiers stand up smartly with hands by their sides.

'At Ease'/'**Vishram**' – soldiers stand smartly with feet slightly apart.

'Present Arms'/'**Salami Shastr**' – follow the steps in the picture on presenting arms.

'Right turn'/'**Dahine Mud**' – all soldiers turn right to quickly form a line, one behind the other. This order would be given from an 'attention' position.

'Slow March'/'**Dheere Chal**' – soldiers start on the right foot and march forwards slowly one behind the other.

'Quick March'/'**Tez Chal**' – soldiers march in double quick time to slow march.

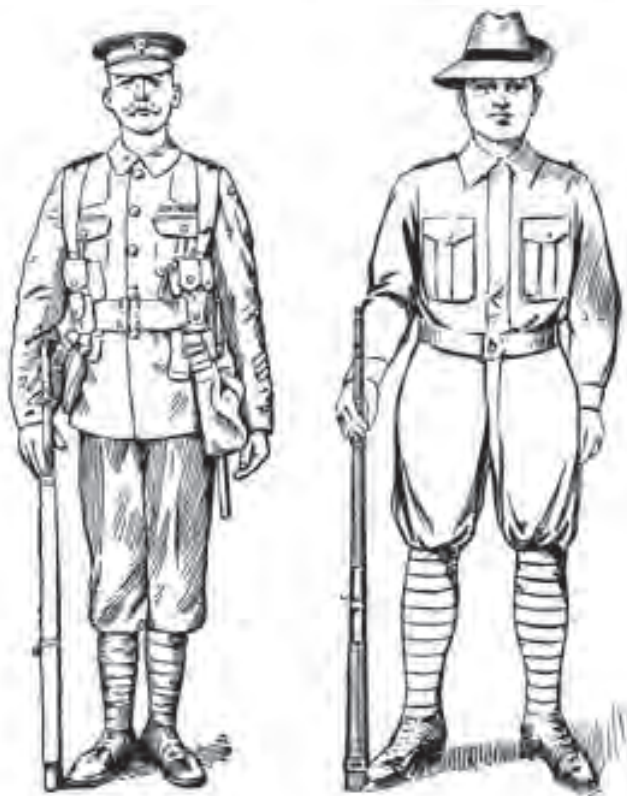
'Run'/'**Daudke Chal**' – soldiers run in an orderly fashion without breaking ranks.

'Halt'/'**Tham**' – Soldiers come to a stop.

'Fall out'/'**Line Thod**' – soldiers leave the ranks and drill is at an end.

Try mixing up the order of commands to see how well trained your company is! The pictures below may help with some of the positions and give you an idea of what soldiers looked like during drill. Ultimate respect and discipline must be shown by the soldiers at all times and the officers giving the orders have to shout a lot and look scary!

*(created by Miss Claire Bloomfield)*



Attention

Stand at ease

- Silverdale - 47<sup>th</sup> Sikhs -

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*(created by Miss Claire Bloomfield)*

# **59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment**



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**Walton-le-Dale  
Primary School,  
Preston**

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# 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment

*(work created by year 6)*

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The origins of the regiment began with an idea from General Sir Charles Napier around 1842. He wanted an effective force to patrol the Scinde frontier to tackle the tribesmen of the North West frontier area. He believed that a Camel Corps would solve the problem. He wanted a force similar to the one so successfully used by Napoleon during his campaigns in Egypt.

Raised in 1843 by Lieutenants Robert Fitzgerald and George Green as the Scinde Camel Corps. Napier wrote "I am Ready Aye Ready", a motto which remains with the Battalion to this day and is seen on their crest. The Scinde Camel Corps had 500 soldiers and 4 British officers and of course camels.

In 1851 the Scinde Camel Corps became 6<sup>th</sup> Punjab Infantry, The Scinde Rifle Corps Punjab Irregular Force or PIF. This acronym forms the first three letters of the name by which all members of the Frontier Force are so proudly known the world over "PIFFERs".

Throughout the latter part of the 19<sup>th</sup> century the Scinde Rifles engaged in many conflicts with tribesmen and mutinous soldiers across many territories. In 1863 the Scinde Rifles made a heroic charge during the attack on the 'Eagles Nest Piquet'.

In 1865 they became The Scinde Rifle Corp, Punjab Frontier Force. During 1894–95 they took part in the Waziristan operations (<http://www.britishbattles.com/north-west-frontier-india/waziristan.htm>) earning many campaign clasps.

In 1903 they were given the title the 59<sup>th</sup> Scinde Rifles, Frontier Force.

The 59<sup>th</sup> were part of the Jullundur Brigade of the Indian Corps which went to war in France in October 1914.



William Bruce

The soldiers of the 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment were made up of men from Muslim, Hindu and Sikh religions.

In 1914, the regiment's composition was made up of three companies of Pathans, two companies each of Sikhs and Dogras, and one company of Punjabi Muslims. William Bruce was a Lieutenant in the 59<sup>th</sup> Scinde Rifles (Frontier Force) of the British Indian Army when he was awarded the Victoria Cross for bravery and devotion to duty.

On 19<sup>th</sup> December 1914, during a night attack near Givenchy in France, Lieutenant Bruce commanded a small party which had captured one of the enemy's trenches. In spite of being severely wounded in the neck, he walked up and down the trench, encouraging his men to hold on against several counter-attacks for some hours until he was killed. The fire from rifles and bombs was very heavy all day, and it was due to the

## - Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

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skillful disposition made, and the example and encouragement shown by Lieutenant Bruce that his men were able to hold out until dusk when the trench was finally captured by the enemy.

[www.cwgc.org/media/395712/william\\_bruce.pdf](http://www.cwgc.org/media/395712/william_bruce.pdf)

The 59<sup>th</sup> left the Western Front in 1915 to travel with the rest of the Jullundur Brigade to Mesopotamia.

In 1921 they were given the title "Royal" for their services during the First World War and became The Royal Scinde Rifles, Frontier Force.

The 59<sup>th</sup> Scinde Rifles (Frontier Force) are now the 1<sup>st</sup> Battalion (Scinde) of the Frontier Force Regiment of the Pakistan Army.

How the regiment was formed.

- 1843 Scinde Camel Corps
- 1853 Scinde Rifle Corps
- 1856 6<sup>th</sup> Punjab Infantry
- 1904 59 Scinde Rifles (Frontier Force)
- 1921 59<sup>th</sup> Royal Scinde Rifles (Frontier Force)
- 1922 6<sup>th</sup> Royal Battalion (Scinde) 13<sup>th</sup> Frontier Force Rifles
- 1945 6<sup>th</sup> Royal Battalion (Scinde) The Frontier Force Rifles
- 1956 1<sup>st</sup> Battalion (Scinde) The Frontier Force Regiment

# Lesson Plan 1



(created by Miss Joanne Keelan)

Session 1 Lesson plan - An army can come in many colours.

Learning outcome	To produce a whole class piece that shows that an army can come in many colours.
Learning objectives	<p>To know the every ones colour of skin is different, yet we are all the same. (PSHE)</p> <p>To be able to blend colours to make their colour of skin. (art)</p> <p>To begin to understand the history of the 59<sup>th</sup> Rifle force.</p>
Activity 30 minutes	<p>Discuss how the class is different. Discuss how the staff of the school are different. What kinds of things make us different? Religion, size of family, skin colour, hair colour, eye colour, fingerprints etc.</p> <p>Give the children a black blob of paint and ask them to use a selection of colours to make their skin tone, noting down the colours they have used. Once they have done this, take a hand print. Cut the hand and stick it around the attached sheet "An army can come in many colours".</p> <p>Talk to the children about how we are all equal and discuss with them the 59<sup>th</sup> Rifle force and where they were from.</p> <p>The next session will be on the geographical whereabouts the force were from.</p>

An army  
can come in  
many colours

# Lesson Plan 2 & 3

Session 2 and 3 Lesson plan – where in the world.

Learning outcome	The children should have an understanding of how to make a power point about how the 59 <sup>th</sup> scinde rifle force. How they got there, how long it took and what they took with them.
Learning objectives	To find out information about the 59 <sup>th</sup> scince rifle force and how they got there and how long it took.  To look up what they took to France and back to British India/Pakistan.
Activity	You will need: Atlas, internet, blank maps, colouring pencils.  First get the laptops and give them one between two and let them research what is shown above.  Let them work for 30 minutes to an hour.  Mark this movement on a blank map attached as a route.  Think about how they travel today to England and how different it is.



Creators – Connor Speirs Walton-le-Dale Primary School.



# Lesson Plan 4

Session 4 Lesson plan: designing a soldiers outfit

Learning outcome	<p>to create a typically dressed Jullunder bridge soldier, using accurate uniform and understand what the clothing was made from.</p> <p>To compare to a soldier from the United Kingdom.</p>
Learning objectives	<p>To understand how an authentic Jullundur brigade member dressed. To learn about different materials the soldiers wore. To draw to scale an outfit for a soldier.</p>
Activity 1 Hr session	<p>Could take two 1 hr sessions.</p> <p>You will need: power point showing the details of the garments worn by the soldiers of the 59<sup>th</sup> Rifle force, body outline on card.</p> <p>Talk through with the children about what the soldier wore, discuss the differences in the items of clothing between the 59<sup>th</sup> Rifle force and other parts of the army?</p> <p>What are the differences and what might it have been like to wear them? (if you can find examples of the material that would be great).</p> <p>Give the table groups a pack of images showing the children what they wore.</p> <p>The children then need to use an A4 piece of card to draw out the garments that the 59<sup>th</sup> rifle force would have worn.</p> <p>These then need cutting out and stick on the outline of the body.</p> <p>The body by the end should be able to stand up and the children have made their own soldier model of a 59<sup>th</sup> Rifle force member.</p>



Creator Jenna Billington, Ella Sutton, Toby Holt, Aaron Jones, Caitlin Clarkson, Abi Gillett and Cameron Vickers Walton-Le-Dale Primary School.

# Lesson Plan 5

Session 5 Lesson plan - 59<sup>th</sup> Rifle Force Badge

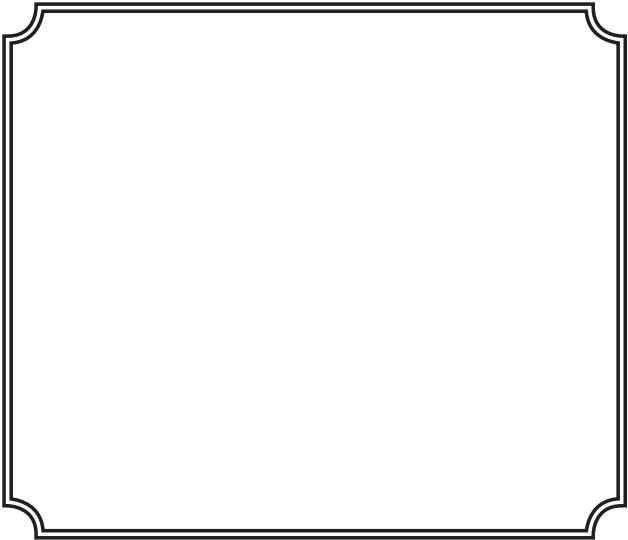
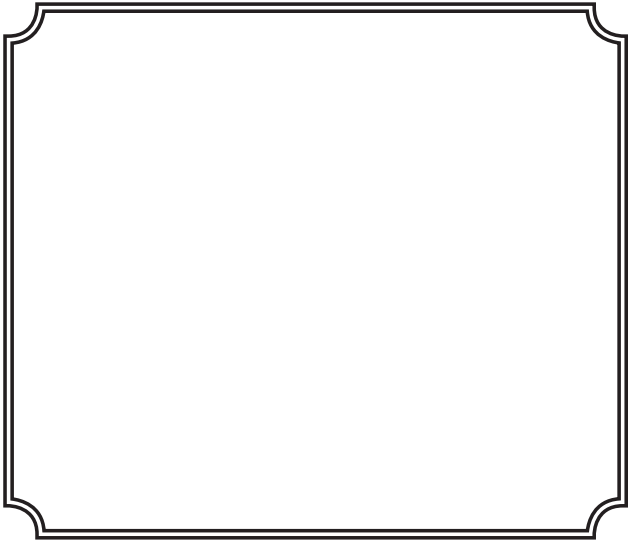
Learning outcome	To create a 2015 new version of the badge including a new motto.
Learning objectives	To understand the meaning behind the badge. To create my own version of the 59 <sup>th</sup> Rifle Force's badge.
Activity 1 Hr session	<p>You will need: information on the badge and maybe other badges and the design your own badge sheet.</p> <p>Ask the children to pair up in sensible partners and talk about what they already know about the Jullundur brigade's badge e.g. The symbols the motto and the shape. They can label the meaning on their own sheet with the badge on.</p> <p>Ask the children to share their facts to the class and write them down in their books.</p> <p>Next give them a blank piece of paper to practice on in their pairs.</p> <p>Give them the attached writing sheet to draw the final sketch. Once they have drawn their badge ask the children to write about the new badge they have created.</p>

Lesson Creator Amiee Bellis Walton-le-Dale Primary school.



# Lesson Plan 5

Design my own 59<sup>th</sup> Rifle Force Badge



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# Lesson Plan 6

## Session 6 Lesson plan: drama themed

<b>Learning outcome</b>	to produce a piece of drama which will allow the children to present what it was like living and working in the 59 <sup>th</sup> Rifle force in WW1.
<b>Learning objectives</b>	<p>To have an understanding of what life and living conditions were like in the trenches.</p> <p>To develop drama skills, through freeze frames and acting.</p>
<b>Activity 1 Hr session</b>	<p>You will need: Power point and scenario sheets: weather, living conditions, food and clothing.</p> <p>Useful link: <a href="https://www.youtube.com/watch?v=PfvDsUPEDak">https://www.youtube.com/watch?v=PfvDsUPEDak</a></p> <p>Run through the power point with the children, which will give them the background information of the scenarios, allowing them to have a small understanding before they take on the task.</p> <p>Then ask your class to get into a freeze frame of: soldier in line, soldier in trench, soldier shooting, soldier being shot at etc. During the freeze frames ask the children to give one word of how they are feeling or a sentence of what they might be saying.</p> <p>Ask them to get into groups of 6+, as the children will be split into Germans, Indians and English soldiers.</p> <p>Give each group a scenario to act out or create freezes frames of (see page 60).</p> <p>If they are freeze framing, then they need to make sure that they are able to say something if their head is touched.</p> <p>Finally at the end of the session the children can perform their work.</p> <p>Ask the children to comment on each performance and what they learnt from it.</p>



Lesson created by Christian Teasdale, Nathan Smith, Ellie Rooney, Connor Speirs, Luke Johnstone and Brendan Whittingham from Walton-le Dale Primary School.



## - Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

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### Session 6 Lesson plan: Scenarios

#### Weather

In the war the Weather could drop down to -14 and -21 degrees , which is freezing cold to the Indians because the Indians are used to 30–50 degrees! How are you feeling, what might you be thinking?

#### Food

The food in the trenches was absolutely horrible they didn't even get proper food! They only had bread and beans EVERY SINGLE MEAL!! How would you feel?

#### Conditions

The conditions in the trenches were not the best in the world because whenever it rained the mud would go all soggy. They had to have the same socks on all the time if they got wet you might catch a disease. Imagine being cold damp and wet all the time.

#### Clothes

The clothes in the war were itchy and would make you itch. Then you would be killed because you were itching to much!



# Lesson Plan 7

## Session 5 Lesson plan – Letters to home

<b>Learning outcome</b>	At the end of the lesson your children should have a well presented letter talking about the life as soldier in the 59 <sup>th</sup> scinde rifle army. This letter should include all the features of a letter and have their neatest handwriting.
<b>Learning objectives</b>	To understand more about the life of a Jullundur brigade soldier. To practise writing, using features of a letter.
<b>Activity 1 Hr session</b>	<p>You will need: prior background knowledge will be needed about the 59<sup>th</sup> Rifle force. Examples of letters sent by soldiers during the war, word bank using key words used in a letter, a planning frame and a writing frame.</p> <p>Give the groups a pack of the letter examples. Ask them to read and identify the common factors in the letter, what are the purposes of each letter? How are the soldiers feeling? Create a word bank of feed back.</p> <p>Explain to the children they will be writing a letter as if they were a soldier in the 59<sup>th</sup> Rifle force, remember they were soldiers from India and Pakistan. India is a long way away!!</p> <p>Ask the children to use the writing frame to plan.</p> <p>Then give the children chance to write their letter. (example of a year 6 piece is next page).</p>

### Letter example 1

Dearest Mary,

We are in the Army now. I am sitting inside our little old tent listening to the gentle patter of the raindrops on the canvas. It began raining here this morning and it is still at it. No drill today, so I will have time to write a letter or two. We got into the city all O.K., marched up to the armory and had dinner. They have mess in the armory. We have to march back and forth to eat. Eats are pretty good so far as they have some women helping with the cooking.

Set up camp in the afternoon. Shoemaker has been Acting Corporal in our squad. We got the tent up all right under the direction of one of the old heads who has seen service on the border. Some equipment was issued in the afternoon. As my name is down well in the list, I have not received anything yet in my own name.

Corporal Hilton is staying in town so he let me have his stuff. Got pack, gun, poncho, and numerous other things I don't know what are used for. Slept on the ground last night in a tent with just an even dozen in it. Some of the fellows are staying in town at hotels, rooming houses, and private houses. Taken altogether, things are in rather poor shape as yet, but I suppose it takes a little time to get around. A few of the bunch act like a bunch of bums instead of soldiers, but they will get that taken out of them when they get to a real camp.

They got Parker Mellish for kitchen duty the first thing. Walter Anthony was stuck for guard duty last night. It must be fine walking up and down in front of a row of tents watching the other fellows sleep. One thing they did do, everybody had to quiet down at ten-thirty last night. We had a good entertainment before lights out. (We had a light, too, as some of the bunch got hold of a lantern.) A fellow in our squad by the name of Donald gets off some pretty good comedy -- original stuff, too. He is a rather rough nut, but not as bad as some of this crowd.

There was some crowd at the station yesterday, wasn't there? I think I shook hands with everybody in town three or four times. Not a very pleasant task under the circumstances, either. Well, I got so much company in here that I can't think straight. This is rather a poor excuse of a letter, but I will write again soon.

With best of love to my own little girl,  
Lloyd S.

(created by Miss Joanne Keelan)

**- Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -**

Dearest .....





# Lesson Plan 8

Session 8 Lesson plan for a timeline of the 59<sup>th</sup> Rifle force.

<b>Learning outcome</b>	By the end of this lesson, your children understand how from the start of the 59 <sup>th</sup> scinde rifle force to the end, and understand what life was like, by creating a timeline.
<b>Learning objectives</b>	<ul style="list-style-type: none"><li>• To understand what happened in the time that the 59<sup>th</sup> scinde rifle force was in commission.</li><li>• To chronologically order key dates in the 59<sup>th</sup> scinde rifle force.</li></ul>
<b>Activity 1 Hr session</b>	<p>You will need a key fact sheet, an empty time line sheet and a sheet of images. (See Attached sheets)</p> <p>You will begin by asking your children to read they key fact sheets, highlighting any key dates they see, for example when it began, and any key information that may be useful on the final time line. Discuss the dates as a class and decide on the important ones for the time line.</p> <p>Once all the information has been found out and discussed, the work on the timeline can begin.</p> <p>HA – Blank timeline.</p> <p>MA – working in a small group to produce a timeline using the frame.</p> <p>LA – working with the pre written timeline facts and ordering them, discussing them with the teacher.</p> <p>Extension – adding on how people lived and images to back up what they have written.</p> <p>You may wish to give your children a sheet of A5 paper each and create a large class time line (see example attached)</p> <p>Plenary – discuss what they have learnt about the 59<sup>th</sup> rifle force.</p>

Links: [http://en.wikipedia.org/wiki/59th\\_Scinde\\_Rifles\\_\(Frontier\\_Force\)](http://en.wikipedia.org/wiki/59th_Scinde_Rifles_(Frontier_Force))

[http://www.jullundurassociation.org/index.php?option=com\\_content&view=article&id=82%3Athe-frontier-force&Itemid=61](http://www.jullundurassociation.org/index.php?option=com_content&view=article&id=82%3Athe-frontier-force&Itemid=61)

<https://books.google.co.uk/books?id=pke-BAAAQBAJ&pg=PA42&lpg=PA42&dq=59th+scinde+rifles&source=bl&ots=Fem6QVYmBP&sig=paYna4GbLQMbs947rjzQtmORXRI&hl=en&sa=X&ved=0CFcQ6AEwCWoVChMImbPGzOOHxglV4wfbCh12KAAB#v=onepage&q=59th%20scinde%20rifles&f=false>

<http://www.sikhnet.com/news/100-year-anniversary-sikhs-ww1-part-2>

Creators Jonathon Hawkyard, Lewis Carter and Eddie Nowell Walton-le-Dale Primary School.



- Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

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Session 8 Lesson plan for a timeline of the 59<sup>th</sup> Rifle force.

TIME LINE

- Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

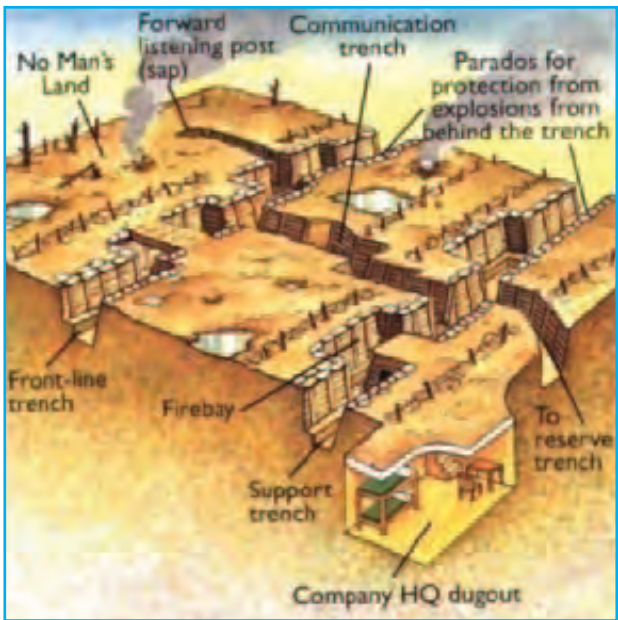


# Lesson Plan 9

Session 9 Lesson plan – trench design

Learning outcome	An A2 sheet of paper, designed as a trench from world war one.
Learning objectives	To use your knowledge of living conditions in WW1 to design a trench. To use and create nets to make 3D shapes.
Activity 1 Hr session	<p>You will need: Power point on living conditions, each group will need 2 A3 sheets stuck together to make A2, a selection of the nets to create their trench. A bird's eye view of example trenches from WW1.</p> <p>First create the base of the trench using the A3 sheets or four A4 sheets of card.</p> <p>Design what the trench is going to look like.</p> <p>Cut out the nets in the colour card of your choice.</p> <p>Decorate the trench with real items such as grass or use tissue paper to add effect (it depends how creative you wish to get).</p> <p>Additional, the trenches nets can be made and the trench can be designed outside if it is a sunny day.</p>

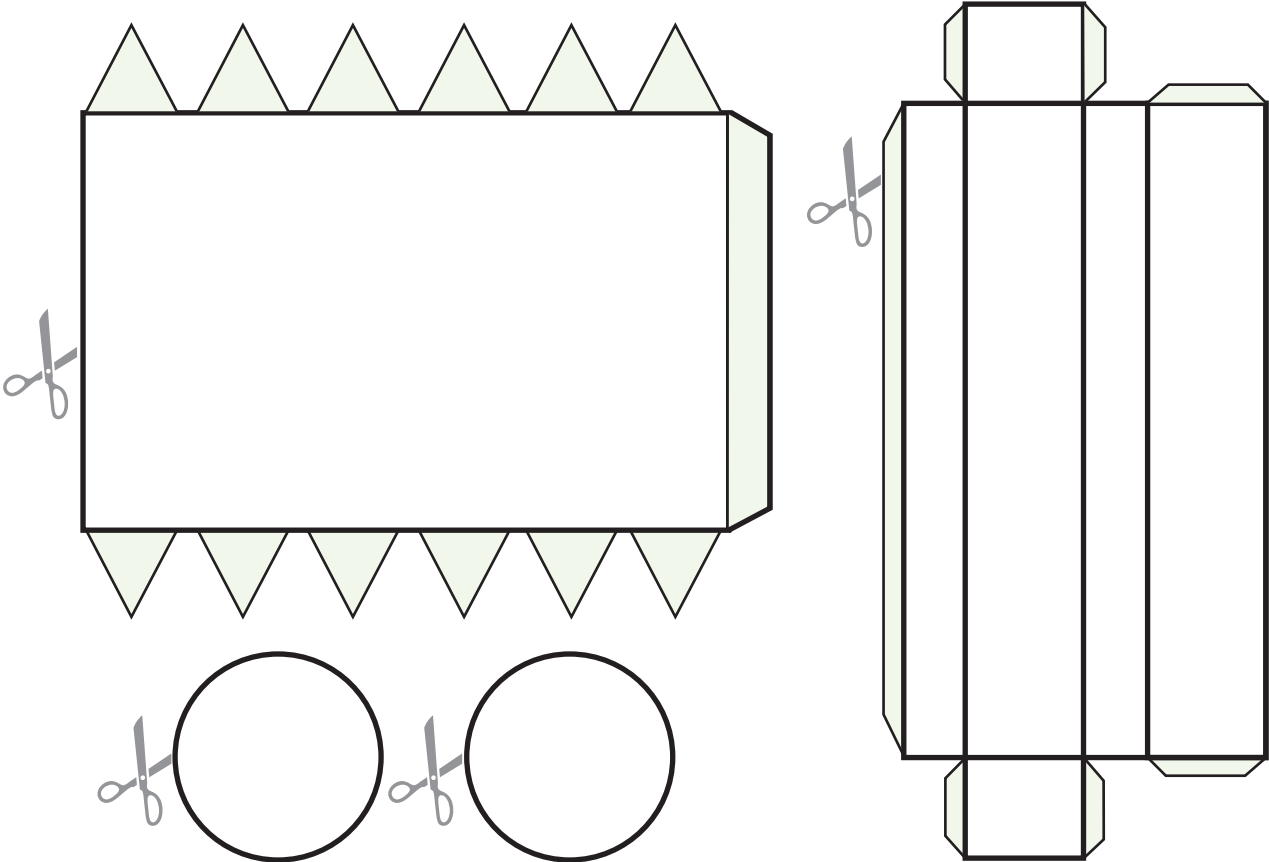
Creators – James Aubery-Williams, Leo Pearson and Michael Taylor Watlon-le-Dale Primary School.



- Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

Cylinder – for machine gun and cannon.  
You may need to enlarge these.

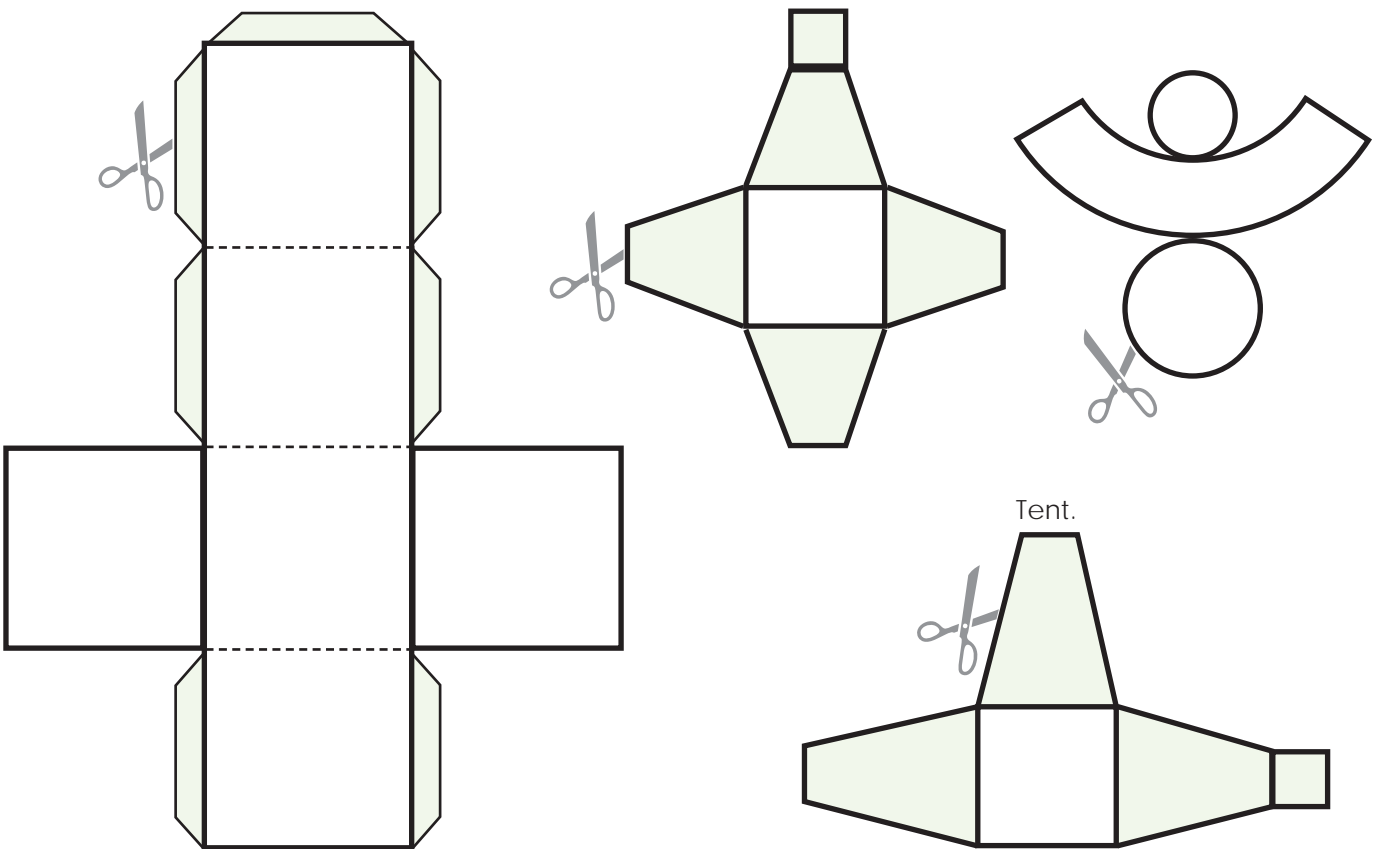
Wall (may need more than one)



Machine gun base.

Cannon base.

Cannon barrel.





# Lesson Plan 10

Session 10 Lesson plan poetry

Learning outcome	to create a poem about the life of a soldier who is party of the 59 <sup>th</sup> Rifle Force.
Learning objectives	To use poetic techniques to create a poem. To bring the 59 <sup>th</sup> Rifle force to life by use of language.
Activity: two 1hr sessions	<p>You will need: a selection of images, slection of poem examples, the power point of information, planning frame, wrting frame.</p> <p>Begin by talking about what they already know about WW1 and who it involved. Discuss the 59<sup>th</sup> rifle force and work through the power point.</p> <p>Discuss what it would have been like to live like the soldier did and wear what they wore. How would it make the children feel? Can they think of key words?</p> <p>Share with the children some images. Ask them to discuss in pairs or a group what the images show them? If they were the photographer what do they think they could hear, see, smell and touch? Give them the attached sheet of the feelings and ask them to being planning their poem. Discuss the childrens Ideas.</p> <p>Look at the examples of war poems that have been written.</p> <p>The teacher at this poem may wish to write a class poem together before the children go and write their own.</p> <p>HA – 5 Stanza's/15 lines (independently) MA – 3 Stanza's/10 lines (possibly in pairs or with support) LA – 3 Stanza's with support from teacher</p> <p>Extention – drawing images to go with their poem.</p> <p>Plenary – discussing what they have learnt, after the second session, performing their poems.</p>

Creator – Lucy Southgate, Sadie Blackburn, Emily Mercer, Melissa-May Parry and Katie Carter Walton-le Dale.

## - Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

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Images to use



## - Walton-le-Dale - 59<sup>th</sup> (Scinde) Rifles Frontier Force Regiment -

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### *For the fallen*

With proud thanksgiving, a mother for her children,  
England mourns for her dead across the sea.  
Flesh of her flesh they were, spirit of her spirit,  
fallen in the cause of the free.

Solemn the drums thrill: Death august and royal  
sings sorrow up into immortal spheres.  
There is music in the midst of desolation  
and a glory that shines upon our tears.

They went with songs to the battle, they were young,  
straight of limb, true of eye, steady and aglow.  
They were staunch to the end against odds uncounted,  
they fell with their faces to the foe.

They shall grow not old, as we that are left grow old:  
age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
we will remember them.

They mingle not with their laughing comrades again;  
they sit no more at familiar tables of home;  
they have no lot in our labour of the day-time;  
they sleep beyond England's foam.

But where our desires are and our hopes profound,  
felt as a well-spring that is hidden from sight,  
to the innermost heart of their own land they are known  
as the stars are known to the Night;

As the stars that shall be bright when we are dust,  
moving in marches upon the heavenly plain,  
as the stars that are starry in the time of our darkness,  
to the end, to the end, they remain.

*by Robert Laurence Binyon*

### *In Flanders Fields*

In Flanders fields the poppies blow  
between the crosses, row on row,  
that mark our place; and in the sky  
the larks, still bravely singing, fly  
scarce heard amid the guns below.

We are the Dead. Short days ago  
we lived, felt dawn, saw sunset glow,  
loved and were loved, and now we lie  
in Flanders fields.

Take up our quarrel with the foe:  
to you from failing hands we throw  
the torch; be yours to hold it high.  
If ye break faith with us who die  
we shall not sleep, though poppies grow  
in Flanders fields.

*by John McCrae*

Plannin frame  
Year 6 example





**59<sup>th</sup> rifle poem**

Boom goes the grenade,  
during the Jullundur brigade.  
Bang! Goes the guns,  
as other soldiers run.  
"Help me! Help, please?!!"  
As he dropped to his knees.  
The hopeless bodies led,  
on their death bed.  
Attack goes the enemy  
home was now just a distant memory.  
"Watch out!?" we shout  
it's too late...  
Farewell

**By Melissa and Emily Year 6**

**Say bye**

No promises it will be ok,  
or that I will survive.  
But everyday I'll think of you,  
so i have to say bye.  
My dream is to fight,  
no matter how hard.  
When a butterfly says hello,  
I'll remember your card.  
Try not to cry,  
you know how that makes me feel.  
When the bomb breaks,  
I'll be protected by steel.  
So not to worry,  
pray to the sky.  
Just for me,  
but now, I'll say bye.

**Lucy year 6**

# Jullundur Brigade in Mesopotamia



LONGTON PRIMARY SCHOOL

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Longton  
Primary School,  
Preston

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# Jullundur Brigade in Mesopotamia

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## A History

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*(work created by year 6)*

These were a group of men from varying religions, faiths and cultures who came together to fight as one unit. The Jullundur Brigade served on the Western Front from October 14<sup>th</sup> to December 15<sup>th</sup> after which the Indian Corps were moved to another theatre of war, the Jullundur Brigade, with the same three battalions, were committed in Mesopotamia and fought there throughout 1916 and 1917. In 1918 they were transferred to Palestine to take part in Allenby's final offensive.

Mesopotamia (now Iraq) is an ancient land that sits beside two great rivers the Tigris and the Euphrates. There is virtually no water in the country – apart from the rivers. There were hardly any proper roads, so most of the transport was done by boat, railways and camels. However, things didn't always go smoothly for the transport in the area. Supply trains were often broken up, ships were sunk and trains bombed. This caused problems with food supplies reaching the soldiers. First Aid river boats carried (as well as the sick and wounded) up to 30 tonnes of ice, which was used to keep medical supplies and fresh food cold.

The Jullundur Brigade was sent from France to Mesopotamia to fight the Turkish Ottoman Empire, who were allies of the Germans. The campaign was to secure and protect the oil reserves that the British Royal Navy would need for their ships.

The conditions the soldiers faced were very tough. They faced very hot temperatures and dry air, insects including flies and mosquitoes. Disease and illness was very common and affected many soldiers. Supplies had trouble getting through so many units were left with little equipment, food and medical supplies. Getting to a hospital was also a problem as a wounded soldier could spend weeks on a ship before they received the help they needed.

## Additional information

*by David Casserly, Heritage Learning Team*

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### British forces involved in Mesopotamia

(Mesopotamia Expeditionary Force/Indian Expeditionary Force "D").

The force fighting in Mesopotamia was principally one of the Indian Army, with only one solely British formation, the 13<sup>th</sup> (Western) Division. The Indian formations contained some British units.

- 6<sup>th</sup> (Poona) Division (first elements left India October 1914)
- 12<sup>th</sup> Indian Division (formed in Mesopotamia March 1915)
- 13<sup>th</sup> (Western) Division (arrived from Gallipoli via Egypt February 1916)
- 3<sup>rd</sup> (Lahore) Division (arrived from France February 1916) including the Jullundur Brigade
- 7<sup>th</sup> (Meerut) Division (arrived from France April 1916)
- 14<sup>th</sup> Indian Division (formed in Mesopotamia May 1916)
- 15<sup>th</sup> Indian Division (formed in Mesopotamia May 1916)
- 17<sup>th</sup> Indian Division (formed in Mesopotamia August 1917)
- 18<sup>th</sup> Indian Division (formed in Mesopotamia December 1917)

### The campaign

#### 1914

It was deemed essential Britain would need to secure the oil fields near Basra to support the needs of the Royal Navy.

#### 1915

After some early successes the advance on the Mesopotamian capital, Baghdad began on 12 September 1915. The 6<sup>th</sup> (Poona) Division advanced upriver, leaving a very thinly stretched supply line of hundreds of miles behind it, only to receive a bloody repulse at Ctesiphon in November. The British then retreated to Kut-al-Amara pursued by the Turks.

Reinforcements for the troops in Mesopotamia were requested in August 1915 orders were issued on 31 October for the two divisions of Indian Corps (3<sup>rd</sup> (Lahore) including the Jullundur Brigade and the 7<sup>th</sup> (Meerut) Division) to embark at Marseilles for Mesopotamia. The two divisions were relieved in the front line on 6 November and were due at Basra in December, but their departure from Marseilles was delayed because of fear of submarine attack. 3<sup>rd</sup> (Lahore) Division finally arrived in Mesopotamia in by 27<sup>th</sup> February 1916 and joined Tigris Corps.

#### 1916

The Turks surrounded the 6<sup>th</sup> (Poona) Division to Kut, and cut it off from the rest of the British forces in Mesopotamia.

British forces in Mesopotamia were now growing, the arrival of the experienced 3<sup>rd</sup> (Lahore), 7<sup>th</sup> (Meerut) and 13<sup>th</sup> (Western) Divisions bringing a significant increase in strength. These formations were ordered to advance north along the Tigris to relieve Kut.

The Jullundur brigade were involved in this advance and fought at the attack on Dujaila Redoubt on 7<sup>th</sup>–9<sup>th</sup> March 1916.



## Additional information

*by David Casserly, Heritage Learning Team*

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The attack was begin on the night of the of 7<sup>th</sup> March 1916 the entire force began crossing the Tigris river in preparation for the night march to the Dujalia redoubt. Despite delays the attack went in on the morning of the 8<sup>th</sup> with the Jullundur brigade in reserve. Through the day, the Anglo-Indian battalions assaulted the Ottoman positions, only to be pinned down and driven back by machine gun and artillery fire.

By late afternoon the Jullundur Brigade were involved and on the verge of a breakthrough. The 59<sup>th</sup> Scinde Rifles (Frontier Force) and 1<sup>st</sup> Manchester Regiment of the 8<sup>th</sup> (Jullundur) Brigade succeeded in capturing the first two lines of trenches of the Dujalia Redoubt with the 47<sup>th</sup> Sikhs in support. However, with no reserves left to exploit the success, the two battalions could do nothing more than hang on to their gains. Slowly but surely, the Ottoman battalions counter-attacked with bayonets and grenades, which were in short supply on the British side, forcing the Manchester's and Rifles to retreat in the early evening. Of the 2,301 men of the 8<sup>th</sup> Brigade present, 1,074 were casualties by the end of the day. Through the night, the British forces fell back to a rendezvous position approximately 8,000 yards from the Dujalia position. When no counter-attack materialized from the Dujalia the British pulled back across the river, ending the battle.

In the battle of Bait Aisa in April 1916 the Jullundur Brigade held the line against Turkish attacks with grim determination leaving fifteen hundred Turkish casualties in front of their trenches. The Brigade lost 310 men out of 1954 at Bait Aisa.

The British relief failed to break through to Kut where the garrison finally surrendered on 29<sup>th</sup> April 1916.

### 1917

Following the fall of Kut, the British ordered Major-General Stanley Maude to take command of the British Army in Mesopotamia and moved north to attack the Turks.

At the battle Mohammed Abdul Hassan on 9 January 1917 the 59<sup>th</sup> Scinde Rifles (Frontier Force) and 1<sup>st</sup> Manchester Regiment of the Jullundur Brigade were involved in successfully taking the Turkish trenches with bayonet and bomb however the Commander of the 59<sup>th</sup> Scinde Rifles Colonel Stirling was killed.

The Jullundur brigade was part of the successful advance and capture of Baghdad in March 1917. They remained in Mesopotamia until the Turkish armistice in October 1918.

# Lesson Plan 1

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## LESSON IDEAS: MESOPOTAMIA & IRAQ

### Learning Objective:

To understand where Mesopotamia is in the modern world and to know why it changed.

### Teaching:

The enclosed resource (*Mesopotamia lesson – Information page*) gives an overview of the history of Mesopotamia and its relationship to modern day Iraq.

Teachers can pass on this information in whichever way they see fit – using a PowerPoint, using drama, using visual maps (see resources) or by asking the children to carry out their own research using tablet devices such as iPads.

### Suggested activities:

#### MAPS:

Pupils are given *Resource 1* to study. Using this, and an atlas, they must label the different countries in the Middle East (see activity sheet – *Resource 2*).

*Extension:* Pupils can use the other resources to locate the original position of Mesopotamia and add this in coloured pen or pencil to their Middle East map.

#### FLAGS:

The pupils should use an atlas or tablet device to find the flags of Iraq and Mesopotamia. Alternatively, use the resource pages (*Iraq Flag* and *Mesopotamia Flag*) to show the class using an interactive whiteboard.

The pupils can then use the Iraq flag outline (see enclosed resources) to colour the flag of Iraq.

*Note:* The first two activities could be combined so that the countries in the Middle East could be shaded with the colours of their nation's flag.

#### NEWSPAPER REPORT:

The pupils can use the attached template (see *Resource 6*) to write a newspaper article about Mesopotamia becoming Iraq.

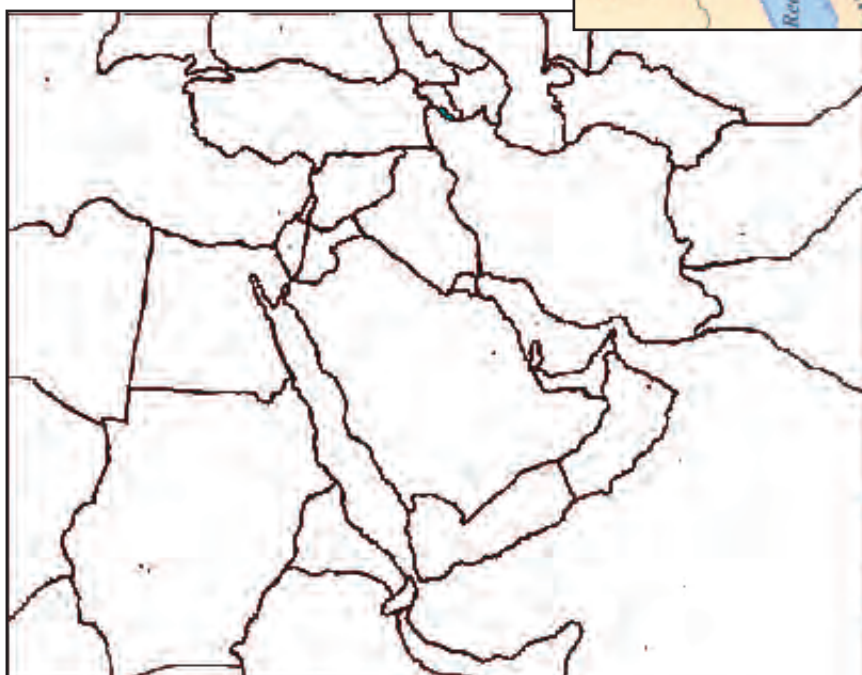
Possible headlines: *Not always Iraq! Middle East Mystery! Truth revealed about Mesopotamia!*

(created by Mr John Coxhead)

## - Longton Primary - Jullundur Brigade in Mesopotamia -



(created by Mr John Coxhead)



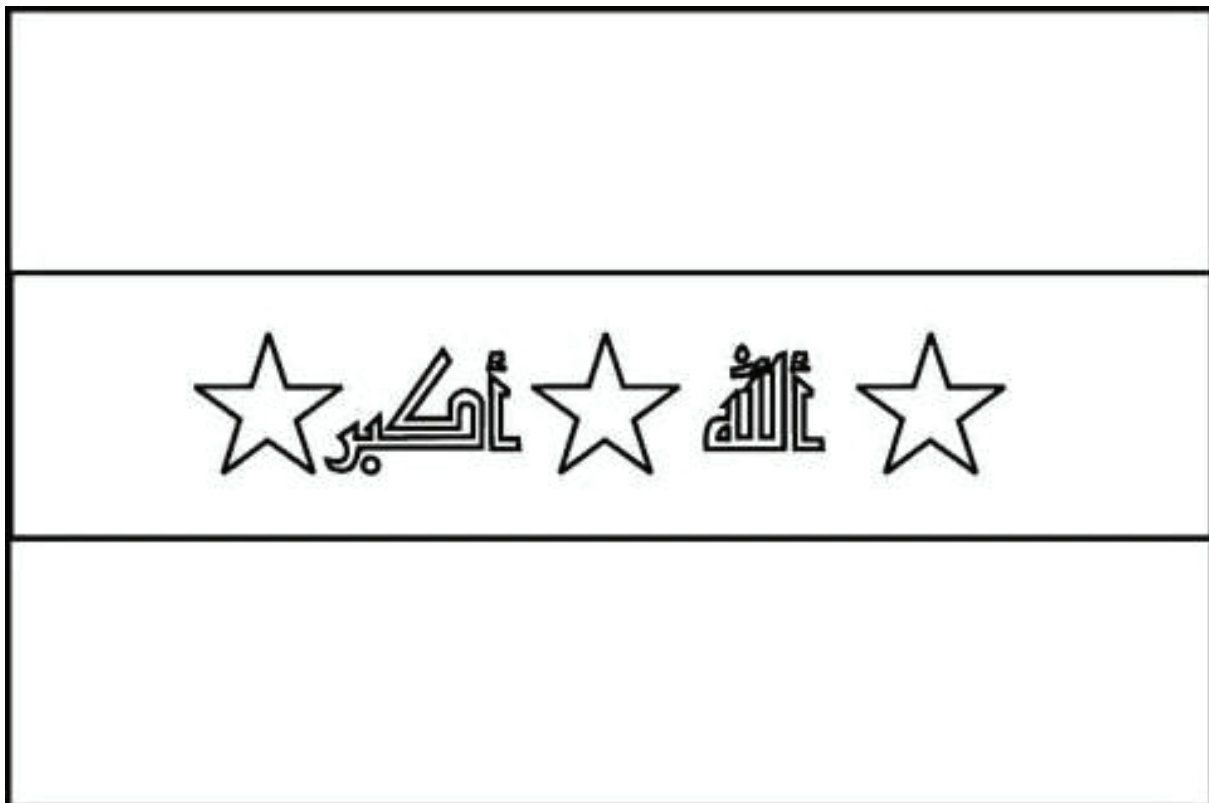
- Longton Primary - Jullundur Brigade in Mesopotamia -

(created by Mr John Coxhead)

Date:Price:



## - Longton Primary - Jullundur Brigade in Mesopotamia -



Mesopotamia (now known as Iraq) was the country where the Jullundur Brigade were based for part of World War 1. The word Mesopotamia means 'land between two rivers' in ancient Greek. Mesopotamia dates back to the 4<sup>th</sup> century BC. Mesopotamia also used to be parts of Syria. Plus covering south-eastern Turkey.

By 3000 BC the Mesopotamians had already invented the wheel, developed writing and created the world's first cities and monumental architecture

The modern day country of Iraq what used to be called Mesopotamia. However, Iraq is only approximately 1/3<sup>rd</sup> of Mesopotamia. The other parts of Mesopotamia are now parts of Syria and Turkey. Resource 4 shows where Mesopotamia used to be. The term Iraq has only really been used since 1932, when the Kingdom of Iraq earned independence from the British Empire.

*(created by Mr John Coxhead)*

# Indian Army during World War 1



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**Nelson St. Philip's  
Church of England  
Primary School,  
Nelson**

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# Indian Army during World War 1

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## A history

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*(work created by year 6)*

The Indian army was one of the two largest volunteer armies in the world with a total strength of 240,000 men, (the British Army had a strength of 247,324 volunteers at the outbreak of the war) of whom 62,000 died and another 67,000 were wounded. In total at least 74,187 Indian soldiers died during the war by November 1918 it contained 548,311 men, being considered the Imperial Strategic Reserve. In World War I the Indian Army fought against the German empire in German east Africa and on the Western front.

The Indian Army's involvement on the Western front started on 6 August 1914. 138,000 soldiers from India were sent to Europe during the First World War. Most of these soldiers were deployed in the Ypres Salient and at nearby Neuve Chapelle in France during the period 1914–15. A very large number lost their lives in the campaign to halt the German advance. In October, shortly after they arrived, they were fed piecemeal into some of the fiercest fighting around Ypres.

In August 1914, as the German Army advanced through France and Belgium, more allied troops were desperately needed for the Western Front. The Indian Army, 161,000 strong, seemed an obvious source of trained men, and the Lahore and Meerut infantry divisions were selected for service in Europe. In October, shortly after they arrived, they were fed piecemeal into some of the fiercest fighting around Ypres. Losses were heavy. The average Indian battalion had 764 men when it landed; by early November the 47<sup>th</sup> Sikhs had only 385 men fit for duty. The fighting came as a shock to soldiers more used to colonial warfare.

The Indian Army during World War I contributed a large number of divisions and independent brigades to the European, Mediterranean and the Middle East theatres of war in World War I, with over one million Indian troops serving overseas.

In October, shortly after they arrived, they were fed piecemeal into some of the fiercest fighting around Ypres. Losses were heavy.

The Indian army left India on the 29<sup>th</sup> of August 1914. It volunteered on the Western front until leaving on the 10<sup>th</sup> of December 1915, whereupon it moved into Mesopotamia, landing at Basra, on the 8<sup>th</sup> January 1916. The division moved to Egypt in March, and later moved into Palestine. Indian divisions were also sent to Egypt, Gallipoli and nearly 700,000 served in Mesopotamia against the Ottoman Empire. While some divisions were sent overseas others had to remain in India guarding the North West Frontier and on internal security and training duties.

The Indians again took heavy losses at the Battle of Loos in September Indian Corps provided half the attacking force at the Battle of Neuve Chapelle in March, and the Lahore Division was thrown into the counter-attack at the Second Battle of Ypres in April

In 1915 the Indian troops rested early before crossing the line. They needed a lot of allied troops to go to the western front. The two Indian infantry divisions were withdrawn from France in December 1915, and sent to Mesopotamia. With arguments they were moved because their morale was fragile, and it was thought unwise to expose them to another winter on the Western Front but

## - St. Philip's - Indian Army during World War 1-

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it also made strategic sense to concentrate the Indian Army in the Middle East, where it was easier to send reinforcements and supplies from India.

Morale seemed to pick up in the spring of 1915, only to decline towards the end of the summer when it became clear that an end to the war was not in sight.

At the first battle of Ypres, Khudadad Khan became the first Indian to be awarded a Victoria Cross.

The supreme sacrifice of Indian soldiers in Europe is recorded in the major World War One memorial in continental Europe, Menin Gate, in Ypres, Belgium, and at the memorial for Indian soldiers in near-by Neuve Chappelle in France. In 2002, at the request of the Government of India, an Indian Memorial was erected on the lawn south of the Menin Gate.

However, India's part in the war was frequently overlooked as result of the horrors experienced in trench warfare and by Europe's tendency to home on battles. Such as those who fought at Somme and Verdun

which many assume only Europeans fought in. The total number of military and civilian causality in World War 1 was over thirty seven million. The total number of deaths includes about ten million military personnel and about seven million civilians. The Victoria Cross was awarded to hundred and fifty three members of the British Indian Army. India was drawn into the most terrible war mankind had ever known.

Without Neuve Chapelle under enemy control, their supply routes in and out of France would be difficult. Indian Corps provided half the attacking force at the Battle of Neuve Chapelle in March, and the Lahore Division was thrown into the counter-attack at the Second Battle of Ypres in April. The mighty Subedar Major Thakur, was one of the Bahadur of the 47<sup>th</sup> Sikhs, who was the first person to receive the military cross for gallantry on October the 27<sup>th</sup>, in 1914 at Neuve Chapelle.

The British Indian Army was regularly called upon to deal with incursions and raids on the North West Frontier and to provide garrison forces for the British Empire in Singapore and China.



## The Battle of Tanga

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(work created by year 6)

The battle of Tanga sometimes known as the 'Battle of Bees', was the unsuccessful attack by British Indian expeditionary force 'B' under major general A. E. Aitken, to capture German-East-Africa (the mainland portion of present day Tanzania), during the first world war in concert with the invasion force 'C' near Longido on the slopes of mount Kilimanjaro.

Some 80Km from the border of British East Africa, Tanga was sited on a high plateau in German East Africa, and was its busiest sea port as well as being the site of the crucial Usambara railway.

Already the subject of gunboat diplomacy resulting from a British warship on 17<sup>th</sup> August, Tanga had been spared from bombardment by an agreement extracted from the town's population to refrain from initiating local aggression.

The fighting turned to jungle skirmishing by the southern contingent and bitter street fighting by the harbour force. The Gurkhas of the Kashmiri Rifles and the 2<sup>nd</sup> Loyal North Lancashire Regiment of the harbour contingent made good progress and entered the town, captured the customs house and *Hotel Deutscher Kaiser* and ran up the Union Jack. But then the advance was stopped.

Some lesser well trained and equipped Indian battalions of the 27<sup>th</sup> Bangalore Brigade scattered and ran away from the battle. The 98<sup>th</sup> Infantry were attacked by swarms of angry bees and broke up. The bees attacked the Germans as well, hence the battle's nickname. British propaganda transformed the bee interlude into a fiendish German plot, conjuring up hidden trip wires to agitate the hives.

*"There is something unique and central in the faiths that the men in arms professed to have made of incumbent upon men of different religion Christian Sikh Hindu to have lived and fought and died together."*

MAJOR GENREL MOHINDAR SINGH CHOPRA.

## The Siege of Kut

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*(work created by year 6)*

The siege of Kut-al-Amara was in Mesopotamia. It began on 7<sup>th</sup> December 1915 and ended on 29<sup>th</sup> April 1916. It was also known as the first battle of Kut. This war was the besieging of 8,000 strong British-Indian Garrison in the town of Kut, located 100 miles south from Baghdad. Of these 8,000 soldiers, 6,500 of them were already ready to fight in Kut by the end of 1915.

On 29<sup>th</sup> April 1916, the Garrison surrendered. As a punishment, they were marched off to imprisonment in Aleppo.

The surrender of the army in late April 1916 shocked people in Britain, for whom the Mesopotamia campaign had previously been a distant and largely successful venture. Kitchener rushed to defend the honour of the British and Indian forces at Kut-al-Amara, but it was impossible to avoid the fact that after the humiliating retreat at Gallipoli, Allied forces had suffered another defeat at the hands of the despised Turks.

While the surrender of Kut-al-Amara led to the creation of a parliamentary committee enquiry into operations in Mesopotamia, far more horrific repercussions were taking place on the ground. Captured British and Indian soldiers were brutally treated on their march to Turkish prisoner-of war camps in Anatolia.

In April 1916 No. 30 Squadron of the Royal Flying Corps carried out the first air supply operation in history. Food and ammunition were dropped to the defenders of Kut.

Of the 11,800 men who left Kut-al-Amara with their captors on 6<sup>th</sup> May 1916, 4,250 died either on their way to captivity or the camps that awaited them at the end of their journey.

## - St. Philip's - Indian Army during World War 1-

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Letters home from Indian soldiers on the Western Front offer extraordinary insights into their feelings about the conflict and their impressions of European culture. One soldier wrote home "this is not war; it is the ending of the world!"

The Indian Army during World War I contributed a large number of divisions and independent brigades to the European, Mediterranean and the Middle East theatres of war in World War I.

The supreme sacrifice of Indian soldiers in Europe is recorded in the major World War One memorial in continental Europe, Menin Gate, in Ypres, Belgium, and at the memorial for Indian soldiers in near-by Neuve Chappelle in France. In 2002, at the request of the Government of India, an Indian Memorial was erected on the lawn south of the Menin Gate.

*"The army is the biggest voluntary army in the world. To think that we have the maximum number of willing soldiers in the world is a matter of great pride."*

MAJOR GENREL MOHINDAR SINGH CHOPRA.

# - St. Philip's - Indian Army during World War 1-

(created by Mr Matthew Bowie)

St Philip's Church of England Primary School 2015 <b>Indian Army</b> Planning Week beginning: Class:					
	Group 1	Group 2	Group 3		
	Starter	Group 1 Learning Objective Success Criteria Teacher/Adult Input Learning Activity	Group 2 Learning Objective Success Criteria Teacher/Adult Input Learning Activity	Group 3 Learning Objective Success Criteria Teacher/Adult Input Learning Activity	Round Up Time
	Give children a blank KWL grid (Know, Want, Learn). Ask children to list what they already know about WW1 and what they want to know about it.	<b>LO: To know how the Indian Army contributed to WW1.</b>  Introduce the topic by giving the children the five Ws of WW1: Who, Where, When Why and What. Ask children if they can answer either of these questions? Take answers and list on whiteboard. Recap with children the sequence of the start of the war, explaining the different sides (GB, France, Russia/ Germany, A-H, Turkey) and show children on a map of 1914 the sizes of the different countries/powers. Ask class if they know of any other countries that GB could rely on to help. Explain the idea of the British Empire and the countries that were included. On a map, show India as it was in 1914 and its size compared to Britain.  Show children a powerpoint of the key facts of WW1. Children to keep notes as they are to create an information page about a certain part of the war.			What have you learnt from today? Complete the L of KWL? Can you tell me something you didn't know before? Quick quiz!
					Resources Ipad Laptops/Tablets Books (Atlas)
					Vocab Chronology History Army Empire Battle War Victory Defeat Invade Defend Borders Brigade Assassinate neutral.
Mon	<div> <div>LA: Children to create an information page detailing the sequence of the start of the war.</div> <div>Med: Chn to create a newspaper article giving details of the first Indian involvement in 1914. Research on laptops to find key events.</div> <div>HA: Children to use laptops to research key events involving the Indian Army and create a timeline of event and location.</div> </div>				

## - St. Philip's - Indian Army during World War 1-

(created by Mr Matthew Bowie)

Tue	<p><b>Pre-assessment:</b> Children to name the different countries that fought during WW1. Give children time to list countries. Feedback to class, listing them together.</p>	<p><b>LO: To know where the Indian army fought in world war one.</b> With the countries that fought listed from the starter, ask the children where they think the First World War was fought. Take answers and list on Whiteboard. Explain to children that although much was fought in France, there were many different places around the world where there was fighting. On whiteboard list the countries: France, Africa, Middle East, Singapore and China. Ask children which of these are incorrect. Once guesses taken, explain that all were correct and all were fought in by the Indian Army.</p>	<p>LA: Children to use world map and label the different places the Indian army were involved, using atlases.</p> <p>MA: Using Ipads, children to research the different places in France where the Indian Army assisted in the fighting. Add sentences to each location.</p> <p>HA: Using laptops, children to find the different places worldwide where the Indian army fought. Children to add one sentence to each label.</p>	Give children blank maps and they are to shade the places they now know the Indian army fought.	<p>Ipads Laptops/Tablets Books (atlases)</p>	<p>Army Countries Map Key Attack Fought WW1 Empire Dates Label Neutral</p>
Wed						
Thur	<p>Chn can read, use dictionary, work on personal targets.</p>	Shared Input:				
Fri	<p>Independence Day Task can be addressed on the Monday otherwise it should not be the same genre being taught that week.</p> <p>HA – MA – LA – SEN –</p>					



# Rank Structure in the Indian Army



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**Bispham Endowed  
Church of England  
Primary School,  
Blackpool**

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# Rank Structure in the Indian Army

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## A history

*(work created by year 6)*

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### Introduction

'Rank Structure in the Indian Army' might not sound very exciting, but we found some really interesting ways to learn about this topic.

Our ideas include using a range of web-sites to locate information and photographs, taking part in drama and choral speaking activities and opportunities to develop research skills as well as mathematics and English skills.

### Getting Started!

In order to learn about the ranks in the Indian Army in World War One we decided to ask ourselves the following questions:

*What is a rank?*

*What are the ranks in the British Army today?*

*What were the ranks in the British Army in World War One?*

*What were the ranks in the Indian Army in World War One?*

*How did the rank structure in each army compare?*

By following the lessons and activities described here you should be able to answer these questions!



## - Bispham - Rank Structure in the Indian Army -

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### Information for Teachers

Our teachers gathered together some basic facts which you can use as 'starter information' for the project. You will find this information in the following appendices:

*Units with the British Army*      *Appendix 1*

*Ranks within the British Army*      *Appendix 2*

*Comparison of British and Indian Army Ranks*      *Appendix 3*

You will also find some useful sources of teacher information where you see this logo:  
(TI)

### Lesson One – Hierarchy in a School

In our first lesson we thought about different organisations that have a 'hierarchy' and how jobs within the organisation are 'ranked' within that hierarchy. Using our school dictionaries we found out what these words meant: *organisation/hierarchy/rank/insignia*.

We looked at the 'hierarchy of teachers' within our school. You can see our teacher's lesson plan in *Appendix 4 (a)* and the worksheet we used in the lesson in *Appendix 4 (b)*. (TI)

### Here are some other ideas for activities to go with Lesson One:

- You could draw/paint a portrait of the teacher who has each job title and these could be arranged as a portrait gallery with labels and arrows to show the hierarchy in your school. The 'Who's Who' sheets could be displayed with each portrait.
- This activity could also be done with other organisations that you might be part of, have links with, or know about e.g. a Football Club, the Police Service or the Fire Brigade.

## - Bispham - Rank Structure in the Indian Army -

### Lesson Two – Ranks and Structure in the British Army

In our second lesson we shared what we knew about the modern Army – its structure and the roles people have in the organisation.

We searched on the internet and found this useful web-site:

The British Army <http://www.army.mod.uk/structure/32321.aspx> (TI)

This gave us some information about the different ranks in the modern Army. We discovered that the ranks in the British Army in World War One were very similar to the ranks in the modern British Army.

You can see our teacher's lesson plan in *Appendix 5 (a)*. (TI)

The teacher information in *Appendix 1* and *Appendix 2* has been used to create some information cards for this lesson. You can find them in *Appendix 5 (b)*. (TI)

We used these cards for drama games and role play activities. This included an activity to match the size of the army unit to its name and an activity to match the size of the army unit to the name of the rank which commanded it.

#### Here are some ideas for activities to use with the information in Lesson Two:

- You could do some role play activities with children taking the role of each rank in the Army hierarchy. Think about how a soldier in one rank would address the ranks above and below them. Which rank would salute which other rank?
- You could design a set of 'Top Trump' cards using the information you find out in Lesson Two. You might include information such as badge, regalia worn, duties, under the command of, unit belonging to.
- You could create an illustrated glossary for each rank in the army.
- You could write a job description for each rank.



*Lesson Two – matching the size of the army unit to its name.*

#### Here are some further ideas for activities linked to Lesson Two.

**a) Mathematics in the Ranks** – use the information in *Appendix 1* to devise some real life mathematical problems.  
e.g. How many sections would there be in a company?

How many platoons could you create from a company of soldiers?

You can make these as difficult or as easy as you want to and test them out on your friends or even younger children in your school.

## - Bispham - Rank Structure in the Indian Army -

**b) Your Local Regiment** – Find out if there is a British Army Regiment in your local area? What is it called? What size is it? What type of regiment is it? What unit structure does it have? What do its flag and its badge look like? You might find it helpful to use the internet for this!

- Our local regiment is The Duke of Lancaster's Regiment. This is their badge. We visited Fulwood Barracks in Preston which is the Regimental Headquarters and spent some time in the Lancashire Infantry Museum at the barracks.
- By talking to officers at the Barracks we found out that in World War 1 (and still today) joining a Regiment was like belonging to a large 'family'. The Colonel or Lieutenant Colonel were seen as the 'parents' of the family. The platoon you were in was like your 'wider family' and the men in the section you were in were like your 'brothers'.
- You might like to contact your local Regimental Headquarters and find out if there is an opportunity to visit? They might have an Education Officer or someone who works with local community.



**b) Creating a Regiment** – use the information in *Appendix 1* and *Appendix 2* to create your own School Regiment. Decide what the name of your regiment and each battalion/company/section will be.

We thought our School Regiment could be 'The Blackpool Regiment' and our battalions could be 'The 1st Battalion, The Bisphamers' and 'The 2<sup>nd</sup> Battalion, The Bisphamers' and so on...

Your regimental names could use names and titles which are unique and special to your school and your community or local area.

**d) Family Links** – Find out if your parents/carers, your grandparents and other family members if they are in or were in the Army? What rank were they? Which unit were they part of? Which regiment did they belong to?

One of our Year 6 boys has a brother who is a private in our local regiment.

- We thought about some questions we could ask him about his life and experiences as a private and also about his experiences working with the ranks of soldiers above him. We decided that we could ask him to 'hot seat' with us or that we could create some FAQs (Frequently Asked Questions) for a Private in the Army, with him acting as our consultant.
- You could do this for other ranks in the Army too. If you haven't got any direct family links you might find your local Army Recruiting Office could help you.

### e) Badges Galore

Each rank of soldier or officer has a badge or emblem on their uniform which shows what rank they are. In *Appendix 6* you can see pictures of the badges for each Army rank in World War One.

We found these by doing a Google Image Search using the words:

#### 'Rank Insignia in the British Army in WW1' (TI)

- You could use the diagrams to create your own examples of the badges in collage/material/paint. Make name labels to go with each badge/stripes/emblem. Devise a game to play with a friend using the badges and the name labels e.g. Snap/Kim's game/Matching Pairs. Test these out on your friends. How much can they remember about each Army rank?
- Use the information you have collected to create a 'passport' or 'dossier' for some men in your chosen Regiment. This could be for an officer or a soldier. You could use 'Photo Shop' to combine images of your class with images of World War One soldiers.



## - Bispham - Rank Structure in the Indian Army -

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### Lesson Three – The Indian Army in World War One

We used 'The Times – A History of World War One' web site to find out information about how the Indian Army became involved in World War One. (TI)

We then used the internet and the local library to find photographs of Indian soldiers in World War One, including the ones below.



*Sepoys of the 2/25 Pioneers, 1920*

We then researched the rank structure of the Indian Army and learnt about the title of each rank.

The Teacher Information in *Appendix C* will be of help here. (TI)

The CWGC 'Forever India' website was particularly useful as it gave us information about Indian officers as well as the lower ranks. (TI)

### Here are some ideas for activities to go with Lesson Three:

- When you find some photographs of the Indian Army you could try to answer the following questions:  
What rank is each soldier?  
What are the Indian soldiers doing?  
Is there evidence of the Indian soldiers working alongside the British soldiers?
- You may be able to find lists of names of Indian soldiers who died in different battles in World War One. These might be on war memorials such as the one at Neuve Chappelle or in war cemeteries. You could create your own database of names and ranks for each battle or cemetery.

## - Bispham - Rank Structure in the Indian Army -

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### Lesson Four – Comparing the ranks of British Army and the ranks of the Indian Army in World War One

Once we had learnt about the hierarchy and the ranks of both the British Army and the Indian Army we wanted to be able to use what we knew to compare them in an easily understandable way. We decided to write a piece of drama, which included choral speaking, to show other children what we had found out.

- First of all we looked at two comedy sketches from 'You Tube'. One is called 'The Golden Years of British Comedy: The Swinging Sixties' and one is called 'The Two Ronnies: 2000 Today'. These sketches showed us excellent examples of people fitting into a hierarchy.
- We used the structure and format of these sketches to write a script for our own sketch. You can see our final version in *Appendix 7*. We performed this sketch at the Guildhall in Preston as part of the Jullundur Youth Conference.
- You might like to perform this 'sketch' using our script. You are also welcome to use our script as the basis for creating your own piece of drama or choral speaking!



## - Bispham - Rank Structure in the Indian Army -

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**Here are some other ideas for activities linked to Lesson Four.**

### **a) A Day in the life of...**

- Plan to spend a day as soldiers in the Indian Army and the British Army in World War One. You could use the ideas for your School Regiment here. Some of the class could be Indian soldiers and some could be British soldiers. How many soldiers of each rank will you have? You might want to include some staff in your regiment. Will the Headteacher be the Commanding Officer – perhaps a Colonel? What rank would your teacher be? Who on your table will be the corporal and the lance corporal for your 'table section'?
- Give everyone a rank and ask them to make a badge/emblem to wear which shows how they fit into the hierarchy.
- Then go into character for the day wearing your badge.
- Practise saluting to each other.
- Refer to each other using your rank and name e.g. Corporal Smith, Major Smith. Respond correctly to member of your class in other ranks. Who will you say 'Yes sir' to?
- Use the playground or the school hall for drill practice.
- Who will serve lunch to the officers?
- What jobs in the classroom will each rank do?

### **b) Creating characters**

- Create a character from the same rank – one from the Indian Army and one from the British Army e.g. Private Smith and Sepoy Chowdhury or Lieutenant Hirst and Subedar Kapur. Draw or sketch what your characters look like.
- Use speech bubbles like this one to write a dialogue of what one character might say to the other when they are in different places e.g. in the trenches or in the field hospital.
- You could also use to write a series of statements that one of your ranks would make. Ask your friends 'Who said this?'
- You could write questions for an

interview with each of your character soldiers.

- You could write a letter home from the front line for each rank in the army. How would what they wrote be different depending on their rank?

### **c) Creating Games**

- Use the information in *Appendices 1, 2 and 3* to make 'rank dominoes' or 'unit dominoes' and then try them out with your friends.
- You could invent and produce a board game using the information you have found out.
- The rank names or rank badges or unit names could be used to create Sudoku, crosswords and word searches.
- Play the 'headband' game. One person has a 'post it note' on their forehead with their army rank written on it. They have to guess who they are by asking other children questions.

## - Bispham - Rank Structure in the Indian Army -

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### Useful Resources

#### Web Sites

The British Army:

<http://www.army.mod.uk/structure/32321.aspx>

BBC Schools:

<http://www.bbc.co.uk/schools/0/ww1/25401266>

Army Ranks:

<http://www.alanharding.com/Military/ranks/ranks.html>

The Western Front Association:

[www.westernfrontassociation.com/](http://www.westernfrontassociation.com/)

CWGC – Forever India:

<http://www.cwgc.org/foreverindia/fact-file/what-were-the-ranks-in-the-indian-army.php>

Google Images:

Rank Insignia in the British Army in WW1

The Times:

<http://ww1.thetimes.co.uk/>

This web-site commemorates the centenary of the First World War. It contains extracts from The Times 'History of the War', which covers 22 volumes of the paper's war reports, photographs and illustrations, which was compiled in 1921. Very useful for considering the difference between primary and secondary sources. Particularly useful are the following chapters – Chapter XLI – The Indian Army in France and Chapter XLII – The Indian Army in the Trenches.

### Conclusion

A message from all the Year 6 children at Bispham Endowed Church of England Primary School to all the children and staff in other schools who will read about and try out our ideas.

"We hope you enjoy working on this project as much as we did!!"

## - Bispham - Rank Structure in the Indian Army -

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### Appendix 1

#### Units within the British Army

##### Army Group

A number of armies grouped together.  
Usually numbering over a million men.

##### Army

A number of corps.  
Usually amounting to 250 to 450,000 men.

##### Corps

Several divisions.  
Usually 75 to 150,000 men.

##### Division

Had several brigades.  
Usually 9 to 20,000 men.

##### Brigade

Had several battalions.  
Usually 4 to 8,000 men

##### Battalion

The primary combat formation in the British Army made up of a number of companies.  
Usually 600 to 1,000 men.

##### Company

Several platoons.  
Usually 100 to 150 men.

##### Platoon

Several sections.  
Usually 25 to 30 men.

##### Section

Smallest tactical fighting unit.  
Usually 8 to 10 men.

### Appendix 2

#### Ranks within the British Army and the Unit they command/lead

The rank system forms the backbone of the Army's structure and it defines a soldier or officer's role and degree of responsibility.

<b>Field Marshall</b>	Army Group
<b>General</b>	Army
<b>Lieutenant-General</b>	Corps
<b>Major-General</b>	Division
<b>Brigadier-General</b>	Brigade
<b>Colonel</b>	Battalion (Commanding Officer)
<i>or</i>	
<b>Lieutenant-Colonel</b>	Battalion (Commanding Officer)
<b>Major</b>	Battalion (Second in Command)
<b>Captain</b>	Company
<b>Lieutenant</b>	Platoon
<i>or</i>	
<b>Second Lieutenant</b>	Platoon
<b>Sergeant</b>	Platoon (Second in Command)
<b>Corporal</b>	Section
<b>Lance-Corporal</b>	Section (Second in Command)
<b>Private</b>	None



## - Bispham - Rank Structure in the Indian Army -

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### Appendix 3

Ranks in the Indian Army in World War One compared with the British Army in World War One

British Army rank	The equivalent Indian Army rank
Colonel	Colonel
Captain	Subedar-Major
Lieutenant	Subedar ( <i>Sub-ee-dar</i> )
2 <sup>nd</sup> Lieutenan	Jemadar ( <i>Jem-a-dar</i> )
Company Sergeant Major	Havildar-Major
Sergeant	Havildar ( <i>Have-il-dar</i> )
Corporal	Naik ( <i>Nee-ak</i> )
Lance Corporal	Lance Naik
Private	Sepoy ( <i>See-poi</i> )
<i>(Pronunciation in brackets)</i>	

## - Bispham - Rank Structure in the Indian Army -

### Appendix 4

Curriculum Area/Subject: HISTORY Year Group: 6 THE JULLUNDUR PROJECT (CLASS 6A/CLASS 6B) Term: SPRING 2015

Lesson No.	Learning Objective	Key Activities	Differentiation/ Different Groups	Resources	Assessment
One	To understand the hierarchy within an organisation	<ul style="list-style-type: none"> <li>Children asked to read/look at learning objective – are there any words they are unsure of?</li> <li>Ask children to work in pairs and use the dictionaries to find the meanings of any unknown words e.g. hierarchy/organisation. (Time limited activity)</li> <li>Discuss definitions of words and what the children understand by the definitions.</li> <li>Ask children for examples of organisations which have hierarchies. (hopefully this will include the Army!)</li> <li>List the names of the organisations on the white board.</li> <li>Discuss what the children know about each organisation – can they be grouped in any way?</li> <li>Give each pair of children an envelope containing the slips of paper on which are written the titles of members of the teaching staff in school i.e. Headteacher/Deputy Headteacher/Assistant Headteacher/Phase Leader/Class Teacher/Set Teacher/PPA Teacher.</li> <li>Discuss the roles/responsibilities that each member of staff has in school e.g. what job do they do in school? who is the member of staff in charge of?</li> <li>Ask the children to work in their pair to 'rank' the titles of staff into a hierarchy – and place the slips of paper into the hierarchy order.</li> <li>As a class discuss the rankings that each pair has created. Are there any changes that they would like to make to their hierarchy?</li> <li>Worksheet 1: 'Who's Who at Bispham Endowed?' – children to choose a role in the hierarchy and complete the following information: title/in charge of/job description.</li> <li>Children to design an Insignia/Badge of Office which could be worn as a lapel badge for their chosen role.</li> </ul>	<p>Children seated in usual class seats.</p> <p>Work in pairs.</p>	<p>Dictionaries</p> <p>White boards</p> <p>White board pens</p> <p>Worksheet 1 x 30 copies per class [see Appendix One (b)]</p> <p>16 sets of envelopes with titles of school staff on slips of paper in each envelope</p>	<p><b>Success Criteria</b> To know how teachers fit into the school hierarchy.</p> <p><b>What:</b> Can the children put the title of each member of staff in the school hierarchy into rank order?</p> <p><b>How:</b> Observation/ Questioning.</p> <p><b>Feedback to Pupils:</b> Oral feedback.</p>

(created by Mrs Jo Hurst)

## **- Bispham - Rank Structure in the Indian Army -**

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### **Appendix 4**

**Who's Who at Bispham Endowed Church of England Primary School?**

**Title:**

**In charge of:**

**Job Description:**

**Now design their Insignia or Badge of Office**

*(created by Mrs Jo Hurst)*

## - Bispham - Rank Structure in the Indian Army -

### Appendix 4

Curriculum Area/Subject: HISTORY Year Group: 6 THE JULLUNDUR PROJECT (CLASS 6A/CLASS 6B) Term: SPRING 2015

Lesson No.	Learning Objective	Key Activities	Differentiation / Different Groups	Resources	Assessment
Two	To understand the hierarchy within the Army as an organisation.	<ul style="list-style-type: none"> <li>Recap on Lesson One – what do the words organisation, hierarchy and rank mean?</li> <li>Recap on the school hierarchy the children created in lesson one.</li> <li>Remind the children that they identified the Army as an organisation that had ranks and a hierarchy.</li> <li>Brainstorming Activity – children work in groups of four – write in felt tip on A3 pieces of paper all the words that they know that are associated with the Army e.g. ranks/ obs/roles/responsibilities/names of units e.g. platoon, company</li> <li>Each group to feedback to the rest of the class what they know in order to build up a class word bank.</li> <li>Children to group the words under the headings – ranks/jobs/roles/name of unit.</li> <li>Children to work in pairs to access the internet and see what information/facts they can find out about each rank and each unit in the Army.</li> <li>Introduce the Army unit information cards to the children through drama activities and role play e.g. by playing 'Who am I?' or 'Who belongs to Who?'</li> <li>Introduce the Army rank information cards to the children through drama activities and role play e.g. by playing 'Who am I?' or 'Who belongs to Who?'</li> </ul>	<p>Children seated in usual class seats.</p> <p>Work in mixed ability groups of four.</p> <p>Work in mixed ability pairs.</p>	<p>A3 paper</p> <p>Felt tips</p> <p>Access to the internet for research purpose</p> <p>Sets of Army unit information cards</p> <p>[see Appendix A]</p> <p>Sets of Army rank information cards</p> <p>[see Appendix B]</p>	<p><b>Success Criteria</b></p> <p>To be able to identify a series of ranks in the Army and the units they command.</p> <p><b>What:</b> Can the children match each rank of soldier with the unit they command/lead?</p> <p><b>How:</b> Observation/ Questioning.</p> <p><b>Feedback to Pupils:</b> Oral feedback.</p>

(created by Mrs Jo Hurst)

## - Bispham - Rank Structure in the Indian Army -

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### Appendix 5 (a)

Lesson No.      Learning

Objective      Key Activities      Differentiation/Different Groups

Resources      Assessment

Two

To understand the hierarchy within the Army as an organisation.

- Recap on Lesson One – what do the words organisation, hierarchy and rank mean?
- Recap on the school hierarchy the children created in lesson one.
- Remind the children that they identified the Army as an organisation that had ranks and a hierarchy.
- Brainstorming Activity – children work in groups of four – write in felt tip on A3 pieces of paper all the words that they know that are associated with the Army e.g. ranks/jobs/roles/responsibilities/names of units e.g. platoon, company.
- Each group to feedback to the rest of the class what they know in order to build up a class word bank.
- Children to group the words under the headings – ranks/jobs/roles/name of unit.
- Children to work in pairs to access the internet and see what information/facts they can find out about each rank and each unit in the Army.
- Introduce the Army unit information cards to the children through drama activities and role play e.g. by playing 'Who am I?' or 'Who belongs to Who?'
- Introduce the Army rank information cards to the children through drama activities and role play e.g. by playing 'Who am I?' or 'Who belongs to Who?'

Children seated in usual class seats.

Work in mixed ability groups of four.

Work in mixed ability pairs.

A3 paper

Felt tips

Access to the internet for research purpose

Sets of Army unit information cards

[see Appendix A]

Sets of Army rank information cards

[see Appendix B]      Success Criteria

To be able to identify a series of ranks in the Army and the units they command.

What: Can the children match each rank of soldier with the unit they command/lead?

How: Observation/Questioning.

Feedback to Pupils: Oral feedback.

*(created by Mrs Jo Hurst)*



## - Bispham - Rank Structure in the Indian Army -

### Appendix 5 (b )

I am an Army Group.

I am a Major-General.

I am a number of armies grouped together.  
I number over a million men.

I command a Division.  
There are usually 9,000 to 20,000 men under my command.

I am a Field Marshall.

I am a Brigade.

I command an Army Group.  
There are usually over a million men under my command.

I am several battalions grouped together.  
I usually number 4,000 to 8,000 men.

I am an Army.

I am a Brigadier-General.

I am a number of corps grouped together.  
I usually number 250 to 450,000 men.

I command a Brigade.  
There are usually 4,000 to 8,000 men under my command.

I am a General.

I am a Battalion.

I command an Army.  
There are usually 250 to 450,000 men under my command.

I am the primary combat formation in the British Army. I am several sub-units grouped together.  
I usually number 600 to 1,000 men.

I am a Corps.

I am a Colonel or a Lieutenant Colonel

I am several divisions grouped together.  
I usually number 75,000 to 150,000 men.

I command a Battalion. I am its Commanding Officer.  
There are usually 600 to 1,000 men under my command.

I am a Lieutenant-General.

I am a Major.

I command a Corps.  
There are usually 75,000 to 150,000 men under my command.

I help to command a Battalion. I am its Second in Command.  
I help to command 600 to 1,000 men.

I am a Division.

I am a Company.

I am several brigades grouped together.  
I usually number 9,000 to 20,000 men.

I am several platoons grouped together.  
I usually number 100 to 150 men.

## - Bispham - Rank Structure in the Indian Army -

I am a Captain.

I am a Lance-Corporal.

I command a Company.  
There are usually 100 to 150 men under my command.

I help to command a Section.  
I am its Second in Command.  
I help to command 8 to 10 men.

I am a Platoon or a Troop.

I am a Private.

I am several sections grouped together.  
I usually number 25 to 30 men.

I do not command anyone.

I am a Lieutenant or a  
Second Lieutenant

### Rank Structure

Field Marshall  
General  
Lieutenant-General  
Major-General  
Brigadier-General  
Colonel  
Lieutenant-Colonel  
Major  
Captain  
Lieutenant  
Second Lieutenant  
Sergeant  
Corporal  
Lance-Corporal  
Private

I command a Platoon.  
There are usually 25 to 30 men under my command.

I am a Sergeant.

### Unit Structure

Army Group  
Army  
Corps  
Division  
Brigade  
Battalion  
Company  
Platoon  
Section  
Army Group  
Army  
Corps  
Division  
Brigade  
Battalion  
Company  
Platoon  
Section

I help to command a Platoon. I am its  
Second in Command.  
I help to command 25 to 30 men.

I am a Section.

I am the smallest tactical fighting unit in the  
army.  
I usually number 8 to 10 men.

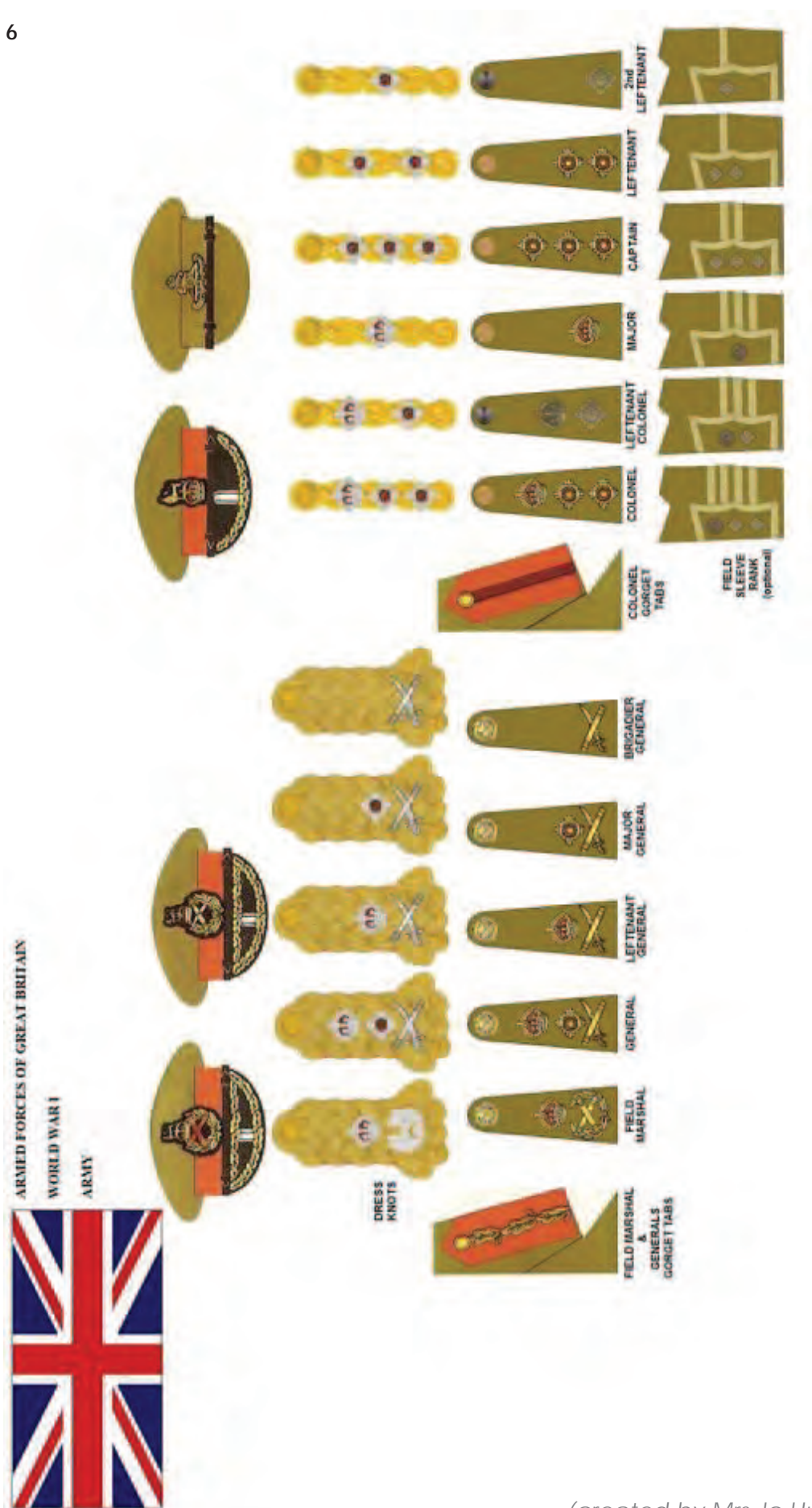
I am a Corporal.

I command a Section.  
There are usually 8 to 10 men under my  
command.

*(created by Mrs Jo Hurst)*

# - Bispham - Rank Structure in the Indian Army -

## Appendix 6



(created by Mrs Jo Hurst)

## - Bispham - Rank Structure in the Indian Army -

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BISPHAM ENDOWED CHURCH OF ENGLAND  
PRIMARY SCHOOL

THE JULLUNDUR PROJECT – YOUTH  
CONFERENCE – FEBRUARY 2015

RANKS OF THE INDIAN ARMY

The children are arranged in rank order from  
left to right, with the British Army ranks in front  
of the Indian army ranks.

At each \* the Regimental Sergeant Major  
brings the soldiers to 'attention'. He also uses  
the correct terminology to move the ranks  
around.

**RSM \***

**Choral Speaking – all ranks**

**We** are **all** infantry soldiers in World War One.

**We** are **all men** in the **British** Army.

**We** are **all men** in the **Indian** Army.

**We** are part of the 1<sup>st</sup> Battalion The  
Manchester Regiment.

**We** are part of The 47<sup>th</sup> Sikh Regiment and  
The 59<sup>th</sup> Scinde (*Sin-dee*) Frontier Force.

**But ...** we are **all** part of The Jullundur  
Brigade.

We are **Christians** and Hindus and Muslims  
and Sikhs.

**But** we are **all** comrades.

And .... we lived and fought and died  
alongside each other at Neuve Chapelle in  
October 1914.

**RSM \***

**Each soldier steps forward and stands to  
attention as they speak.**

I am **the** Colonel.  
I **command** a Battalion of 600 to a 1000 men.

I am a Captain.  
I **command** a **Company** of 100 to 150 men.

I am a Subedar (*Sub-ee-dar*)  
And I also **command** a Company.

I am a Lieutenant.  
I **command** a **Platoon** of 25 to 30 men.

I am a Jemadar (*Jem-a-dar*)  
And I also **command** a Platoon.

I am a Sergeant.  
I **help** to **command** the Platoon.

I am a Havildar (*Have-il-dar*)  
And I also **help** to **command** the Platoon.

I am a Corporal.  
I **command** a **Section** of 8 to 10 men.

I am a Naik (*Nee-ak*).  
And I also **command** a Section.

I am a **Private**.  
I **do not command** anything.  
I know my place in the **Ranks**.

I am a Sepoy (*See-poi*).  
And I do not command anything.  
I also know my place in the **Ranks**.

Continued.....

**RSM \***

**Each soldier steps forward, stands to  
attention and turns to the lower rank as they  
speak.**

Colonel: He is a Captain.  
He is the **rank** below me.

Captain: He is a Lieutenant.  
He is the **rank** below me.

Lieutenant: He is a Sergeant.  
He is the **rank** below me.

Sergeant: He is a Corporal.  
He is the **rank** below me.

Corporal: He is a Private.  
He is the **rank** below me.

Private: There is **no** rank below me.  
I know my place in the **ranks**.

Colonel: He is a Subedar.  
And **he** is the rank below me.

Subedar: He is a Jemadar.  
And **he** is the rank below me.

(created by Mrs Jo Hurst)

## - Bispham - Rank Structure in the Indian Army -

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Jemadar: He is a Havildar.  
And **he** is the rank below me.

Havildar: He is a Naik.  
And **he** is the rank below me.

Naik: He is a Sepoy.  
And **he** is the rank below me.

Sepoy: There is **no** rank below me.  
I know my place in the **ranks**.

**RSM \***

*Each soldier steps forward, stands to attention and turns to the lower rank as they speak.*

Captain: I give **him** orders and **he obeys** my orders.

Lieutenant: I give **him** orders and **he obeys** my orders.

Sergeant: I give **him** orders and **he obeys** my orders.

Corporal: I give **him** orders and **he obeys** my orders.

Private: I do not give **anyone** orders.  
I know my place in the **ranks**.

Colonel: I give **him** orders and **he obeys** my orders.

Subedar: I give **him** orders and **he obeys** my orders.

Jemadar: I give **him** orders and **he obeys** my orders.

Havildar: I give **him** orders and **he obeys** my orders.

Naik: I give **him** orders and **he obeys** my orders.

Sepoy: I do not give **anyone** orders.  
I know my place in the **ranks**.

**RSM \***

*Each soldier steps forward, stands to attention, turns to the lower rank and salutes as they speak.*

*The lower ranked soldiers salute back in unison.*

Captain: I salute the Colonel.

Lieutenant: I salute the Captain **and** the Colonel.

Sergeant: I salute the Lieutenant **and** the Captain **and** the Colonel.

Corporal: I salute the Sergeant **and** the Lieutenant **and** the Captain **and** the Colonel.

Private: I salute everyone!  
I know my place in the **ranks**.

Subedar: And I salute the Colonel.

Jemadar: I salute the Subedar **and** the Colonel.

Havildar: I salute the Jemadar **and** the Subedar **and** the Colonel.

Naik: I salute the Havildar **and** the Jemadar **and** the Subedar **and** the Colonel.

Sepoy: I salute everyone!

I know my place in the **ranks**.

**RSM \***

*Choral Speaking – all ranks – all soldiers turn to the rank above them*

All: I respect him because he is in the rank above me.

Private/Sepoy: **But...** they respect me because as I am an essential part of The Jullundur Brigade.

*(created by Mrs Jo Hurst)*



# Indian Army Uniforms



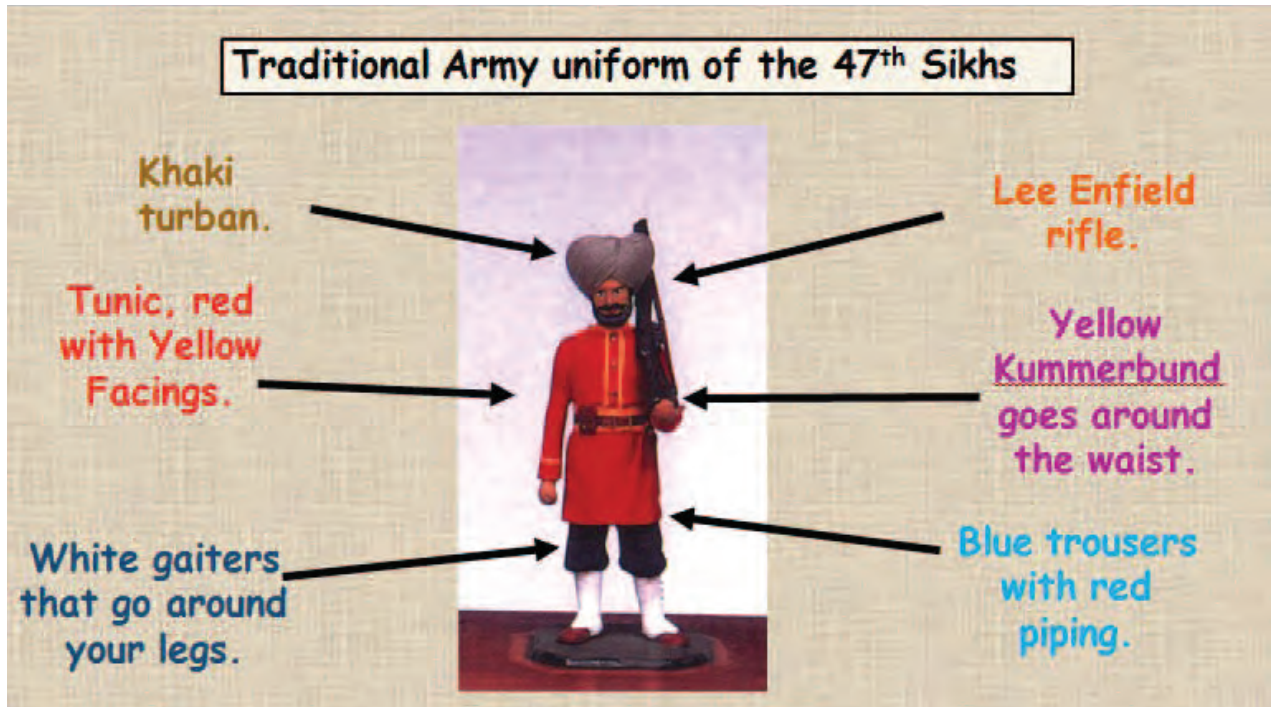
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**Freckleton Church  
of England  
Primary School,  
Freckleton**

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# Indian Army Uniforms

(work created by year 6)





## A shock to the system !



The Indian troops came to France in Autumn 1914.



The Indians were the first to arrive at the Western Front.



They could not speak French and trench warfare was difficult but they adapted quickly.



The Indians were not used to weapons or weather on the Western Front.



## Unprepared uniform

This is a turban it was also khaki and not very protective



Underneath they would have worn a khaki kurta for warmth.

These are putties (Indian for bandages) they were used to help them keep warm and stop bugs coming in!












## WEAPONS!

The Indian Armies weapons included:


Kukri → 

Indian cavalry  
Tulwar sword → 

British Lee Enfield Mark III rifle were used by Indian soldiers on the Western Front

→ 

Trained rifleman could fire 20 to 30 aimed rounds a minute, making the Lee-Enfield the fastest military bolt-action rifle of the day.



## British Soldier Uniform!



Most uniforms were not made by the army



The word Khaki comes from India meaning dirt or dust.

The British uniform of a thick woollen pattern service dress jacket and trousers were dyed khaki green.

The First World War saw the invention of the trench coat!

Did you know...

Did you know that just recently someone found a capsule with a British uniform inside.

Did you know....

That they came up with the steel helmet to protect the soldiers from shrapnell!





## - Freckleton - Indian Army Uniforms -

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### FACT!

Gas attacks were first used by the Germans and gas masks were invented by a man called Dr. Cluny Macpherson

### FACT!

A soldier could be carrying over 32 KG every day!

### FACT!

Ammunition left and right pouches held 15 clips each (that's 75 rounds each)

### FACT!

The first use of poison gas on the Western Front was on 22 April 1915, by the Germans at Ypres, against Canadian and French colonial troops.

### FACT!

This mask offered protection to the eyes as well as to the respiratory system.

This is a ww1 gas mask



## - Freckleton - Indian Army Uniforms -

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- 1 A Pagri (or colloquially a turban).
- 2 Under this is a Saffa (under turban) this one is dark red.
- 3 On the front of the pagri is the Chakkar, this is a representation of an earlier coit throwing weapon.
- 4 Staying on the head, our sepoy is wearing a regulation beard thread to tie up his uncut beard.
- 5 The tunic is a mid-thigh length, bib fronted (buttoned only to the middle) and is called a Kurta, it has standard issue general service brass buttons and two breast pockets.
- 6 the leather equipment, comprising the waist belt and ammunition pouches along with the bandolier and additional ammunition pouches is the British 03 pattern. Regular British infantry had moved onto the cotton webbing 08 pattern by the FWW, but British Cavalry and Corps troops retained the 03 (along with some Imperial forces).
- 7 The thinner leather cross strap is for the Sepoys water bottle (which can just be seen peeping out behind his left wrist).
- 9 Over his right shoulder is the Sepoys rifle, the SMLE Mk3., a brand new bit of kit, issued to the brigade when it arrived in France.
- 10 the trousers are a standard issue KD (this term stands for Khaki Drill and it is the standard material in tropical uniforms, as opposed to the heavier serge Khaki drab of the standard European service dress. The Kurta is also KD). KD is not an ideal material for service in a European winter and rapidly charity drives in the UK were organized to provide 'comforts for Indian Soldiers', in the forms of woollen mittens, cardigans, scarves, and jumpers. The IAC was finally issued with service dress in 1915.
- 11 Around the soldiers calves are his puttees, another Indian word meaning simply 'bandage'. These are very effective, they support your legs while marching, keep stones out of your boots and keep you dry (they are a bit of a faff to get on).
- 12 unseen are the soldiers ankle boots, sturdy, studded and suitable for long marches.



*Text and photograph courtesy  
of Julian Farrance and  
Jasdeep Singh of the  
National Army Museum,  
London.*

## - Freckleton - Indian Army Uniforms -

### Lesson plans: The Jullundur Brigade

(created by Miss Nicola Metcalfe)

Week	Subject link	Learning Outcomes/ Objectives or Skills	Teaching Activities			Resources	Vocabulary
			Starter	Main	Plenary		
1	PE ICT English Maths Art	To compare different Indian Army Uniforms.	Role-play call up. Get Enquiry Board to find out what we know and what we don't know. Then, get the children to get uniform from WW1 on and go and play football. If the uniform gets dirty go and wash it like the Sikhs did in WW1.	<p>In groups of 3, research Indian army uniforms (using internet and books). Each group to create a poster on A3 paper about a type of uniform worn by the Indian army.</p> <p>Groups compare what they have found out using post-it notes to show similarities and differences of the uniforms.</p> <p>See appendix for links to websites. (1)</p>	<p>Organise the class into pairs. After the class have got into pairs, give each pair a set of <b>Top Trump Cards</b>.</p> <p>Let the children play the game.</p> <p>Then the winner goes against another winner until there is 1 winner left. Then the winner gets a reward for example a house point.</p> <p>See appendix for card templates (2)</p>	<p>Top Trump cards Wd question card Match up game</p>	<p>Take turns Reading Turban Light-weight jacket Kurta Belt Trousers Puttees Socks Boots</p>
2	Art History English	To understand the Indian army uniform.	<p>Pass the parcel.</p> <p>This is normal pass the parcel, but with questions using flashcards instead of prizes.</p>	<p>Uniform puppets</p> <p>Print out templates (as many as you need). Then decorate the puppets with art, craft and pictures off the internet in the style of an Indian army uniform. After that you stick the lollipop stick to the puppet.</p>	<p>Using the puppets the children will hold up their puppets and point to the part of the uniform.</p> <p>Boots: heave Turban: swoosh Guns: bang Comb: swish Knife: slash Putties: squeelch Jackets: Huh</p>	<p>Sticky tape Wrapping paper/ newspaper Uniform flashcards- pictures of uniform (use pictures of the items in vocabulary- google images)</p>	<p>Puttees Tunic Kummer-bund Gaiter Turban Trousers Boots Kurta</p>

## - Freckleton - Indian Army Uniforms -

3	PE Music History	L.O. To learn Gatka and Indian songs through P.E.  L.O: To remember the Indian uniforms in WW1.	Every time that a child 'gets' the parcel, they open it as usual, but must name the item of the Indian Army uniform shown. For each correct answer, a 'stripe' is earned as a reward.  Each stripe is worth one rank in the Indian Army.  The winner is the person with the highest rank at the end (the person with the most stripes).  Please note: must be prepared.  (Get images from google images)	<a href="http://www.englishatbarlev.com/html/Only's%20Project.html">http://www.englishatbarlev.com/html/Only's%20Project.html</a>  (link to template)	See appendix for full song lyrics (3)	Puppet template, arts and crafts, PVA glue and images of uniforms.	
		1. Get a Sikh or specialist dancer to dance and explain step by step. 2. Get into groups of 2 or 3. 3. Using what you have learnt, make a dance routine and practise.	Invite specialist to help with the moves. Try and copy what the specialist demonstrates.  Children could create their own dance video.	Dance and song to remember uniform. Heads, Shoulders, Knees and Toes:  Head: Turban  Shoulders: (Light-weight Jacket)  Knees: Putties  Toes: Boots  Song lyrics attached as an appendix (4)	Computer Hall P.E. kits Sikhs Pictures of items : Turban (Light-weight Jacket) Putties Boots Indian Music	Step by step instructions Gatka Sword Chronological order Turban jacket Putties boots	

# Appendices

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## Appendix 1

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### Websites

[http://www.bbc.co.uk/history/worldwars/wwone/india\\_wwone\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwone/india_wwone_01.shtml)

<http://greatwarphotos.com/category/indian-army/>

<http://www.historyextra.com/feature/first-world-war/10-things-you-probably-didn%E2%80%99t-know-about-first-world-war-uniforms>

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11317027](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11317027)

<http://www.bbc.co.uk/news/uk-england-26057597>

<http://www.bbc.co.uk/programmes/p01wtvyq>

[http://www.bbc.co.uk/history/worldwars/wwone/west\\_indies\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwone/west_indies_01.shtml)

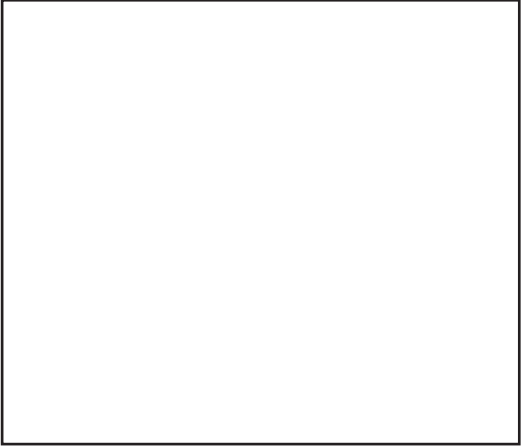
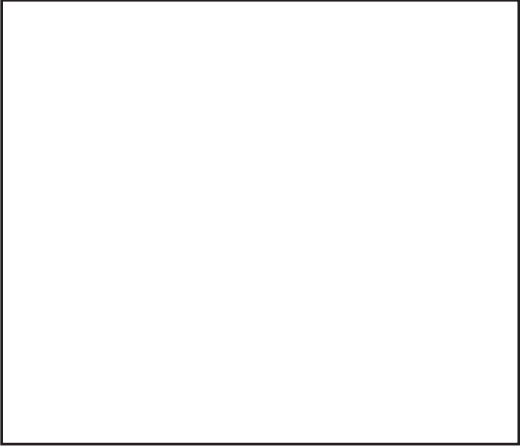
<http://www.iwm.org.uk/collections/item/object/30100086>

<http://www.sikhnet.com/news/100-year-anniversary-sikhs-ww1-part-1>

*(created by Miss Nicola Metcalf)*



# Appendix 2

<div></div> <div><p><b>Tradition Indian Army Uniform of 59<sup>th</sup></b> Scinde Brigade Warmth: Speed: Durability: Protection: Representation: Camouflage:</p></div>	<div></div> <div><p><b>Indian Drill Uniform</b> Warmth: Speed: Durability: Protection: Representation: Camouflage:</p></div>
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*(created by Miss Nicola Metcalf)*

## Appendix 2

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<div data-bbox="203 392 719 840"></div> <div data-bbox="196 888 461 927"><b>British Army Uniform</b></div> <div data-bbox="196 920 412 1120">Warmth: Speed: Durability: Protection: Representation: Camouflage:</div>	<div data-bbox="821 392 1338 840"></div> <div data-bbox="812 888 1317 927"><b>Tradition Army Uniform of the 47<sup>th</sup> Sikhs</b></div> <div data-bbox="812 920 1029 1120">Warmth: Speed: Durability: Protection: Representation: Camouflage:</div>
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*(created by Miss Nicola Metcalf)*

## Appendix 3

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TUNE TO OLD MCDONALD

Boots go heave heave heave and putties go s-q-u-e-l-ch,

And guns go bang bang bang,

Jackets go huh huh huh huh,

Knives go slash slash slash,

Combs go swish swish swish,

Turbans go swoosh swoosh swoosh swoosh,

And that's the Indian uniform.

*(created by Miss Nicola Metcalf)*

## Appendix 4

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Lesson 3 plenary song lyrics

Point to the body part to all the song eg: head (touch your head)

Head Shoulder Knees and toes

Knees and toes

Head Shoulders Knees and toes

Knees and toes

(Point to the body part)

Turban (head)

Jacket (belly)

Putties (legs)

And shoes (feet)

Head Shoulder Knees and toes

Knees and toes

Knees and toes

*(created by Miss Nicola Metcalf)*

# Food in the Trenches



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**St. John's Catholic  
Primary School,  
Skelmersdale**

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# Food in the Trenches

## A history

(work created by year 6)

### The Trenches – an overview.

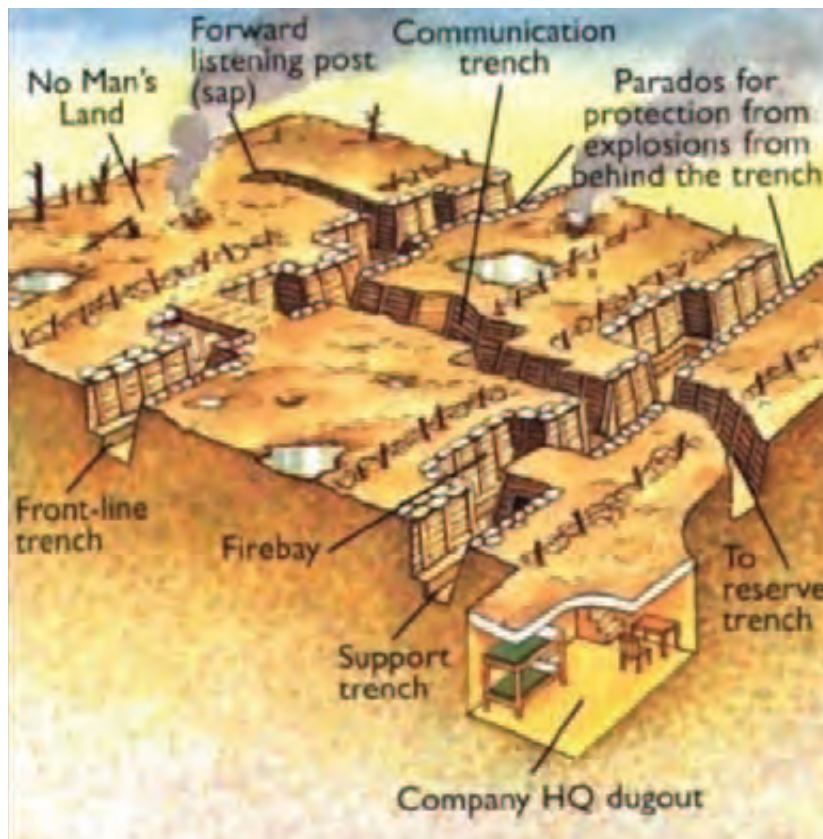
At the start of the war, many men were excited to go and fight for their country. Even when the war didn't end by Christmas, numbers of men signing up was still strong. However, as the older men went off to war, younger and younger boys were signing up. Eventually, boys who were underage began to sign up.

In the story of 'One Boy's War', a true story about a young boy called Sidney, we hear how at just 15 he signed up to the army. Like many, he thought it would be fun and adventurous. However, soon enough the truth began to dawn on him.

Finding himself in the dark and depressing trenches, he soon began to long for home and to see his family again. Although he

told his mum that he was enjoying it and all was well, secretly he was beginning to wish that she would come and rescue him. Even though, for us now this situation is still hard to imagine, the empathy many could have with this character can be further enhanced when beginning to look into everyday life at war; after all he wasn't much older than a Year 6 child.

Many people incorrectly assume that everyone who went to war fought constantly on the front line. However this was not the case. Men often spent around 5 days on the front line. This was still as dangerous as we have heard as they may have to 'go over the top', tend to their comrades who have died or been injured, fix the protection lines or defend the trench. The conditions were also very poor.



[learnit.st/learnings/114665-trench-diagram](https://learnit.st/learnings/114665-trench-diagram)

## - St. John's - Food in the Trenches -

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Flanders is known to have a very high water table, which means that water is underground at less than 6 feet. In order to build the trenches, the army dug down to create channels. However, to protect the men, they had to dig very near to 6 feet. The result of this was that the trenches often filled with water, meaning that soldiers stood in cold, dirty water day in and day out. For some, this resulted in the disease of trench foot!

When soldiers weren't on the front line, they would be in the reserve trenches, resting, preparing their equipment or helping with other necessary jobs. Sometimes, soldiers were able to visit local towns. Here they would enjoy a hot meal. Their favourite was egg and chips washed down with a glass of white wine; it reminded them of home. To order this they would ask for 'bombardier chips and a glass of plonk'.



[www.army.mil](http://www.army.mil)

## - St. John's - Food in the Trenches -

### Food in the Trenches

Soldiers in the trenches were issued with rations. It was not until late 1915, that hot food was served in the trenches. Before this, soldiers were fed cold tinned foods. [IWM] They would often eat 'baby's head' (meat pudding) or 'porkers' (sausages). It has been suggested that rather than being fed poorly, soldiers in fact consumed 4600 calories per day, compared to 3400 per day of the working man at home [Feeding Tommy, A Robertshaw]. In fact, at one point the men were eating so much protein, it had to be reduced as it had an effect on their stomachs! Soldiers certainly didn't starve in the trenches but struggled with the monotony of the same food day in day out. [Dr Rachel Duffy, Essex University]. There were many complaints that food would either be cold, took a long time to cook (they would use a candle to heat their stove), or would taste of strange flavours! Reports found suggest that soldiers often complained that tea would taste of petrol as it was transported in the old fuel cans!

### British Rations

Although there was much talk of the monotony and poor quality of the food supplied to soldiers, there were some things that soldiers would seek out. Some of the highlights regarding the food they received were: bread, cheese, butter, jam and vegetables.



Flicker.com



## - St. John's - Food in the Trenches -

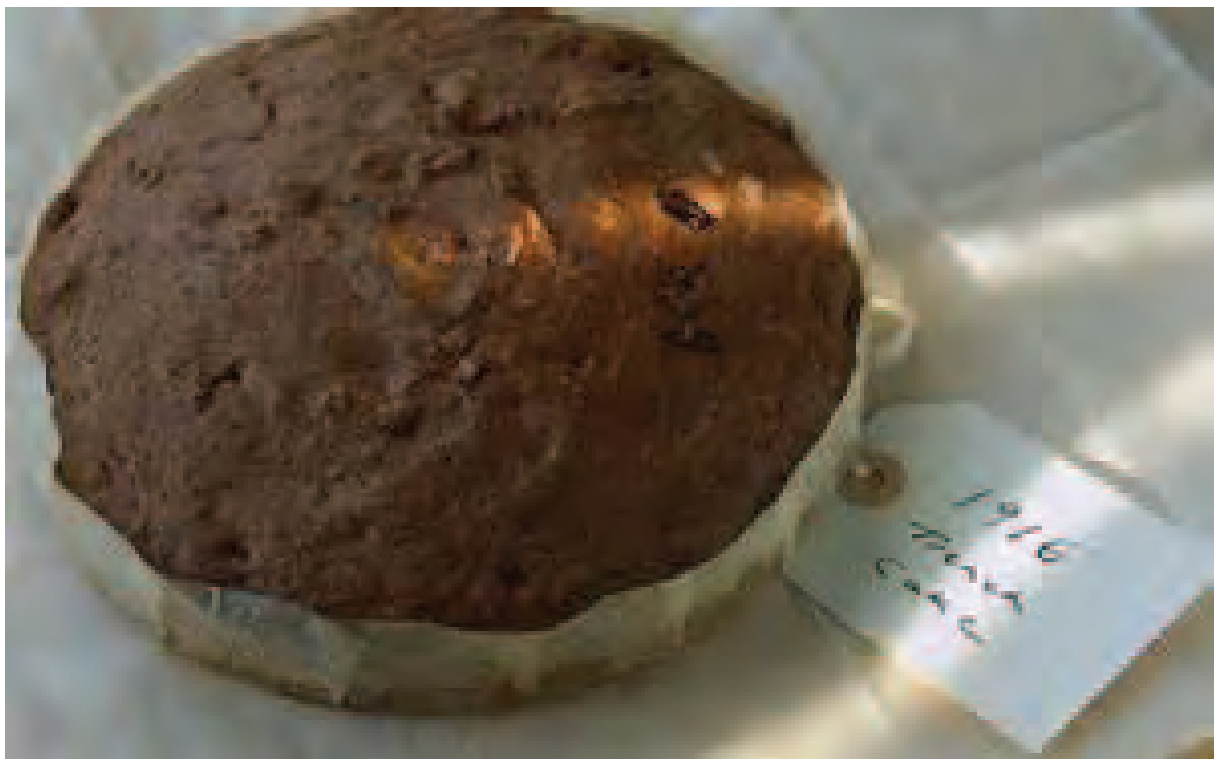
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Some evidence suggests that soldiers sometimes ate pond weed with cheese on bread to add a bit of variety to their diet. Nevertheless, some of the biscuits, produced by Government order from Huntley and Palmers, served were definitely not that nice.



Apparently, they tasted good with a bit of jam and a sweet milky luke warm tea! One soldier when asked about the biscuits said, "I've held one in my hand and hit the sharp corner of a brick wall and only hurt my hand." [*Private Pressey in a letter to his parents.*]

In 1916, an issue with flour resulted in a change to rations. It meant that foods such as turnip, parsnip and potato was used as a raising and binding agent. Families back home, wanting to do their bit for their families, set about making a trench cake. Designed in 1916, the trench cake was packed full of dried fruit. However, the interesting thing was that it didn't contain any eggs – instead using vinegar and bicarbonate of soda as the rising agent.



## - St. John's - Food in the Trenches -

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### Indian Rations

As we now know, a huge number of Indian Soldiers supported Britain during the war. They were also issued with rations, although slightly different. Many of the soldiers would not have eaten meat, due to their religious beliefs. These soldiers were issued with sugar (gur) and milk.

Those soldiers who followed the Sikh religion for example, would not eat produce that comes from an animal. They believe that there is no need to do this as fresh fruits and vegetables are delicious. They would have used their rations to make tasty vegetable curries.

At the time, Indian troops would also have been eating food that the British Troops would perhaps have never have heard of, seen or smelt before, such as dhal (lentils), chillies and turmeric. *[History Learning Site]* Soon, the interest in this food began to bring the troops together; after all we know that the British soldiers were finding their food very monotonous. An example of this was curried fish; this became a tasty meal that the British soldiers began to enjoy.

Throughout their time in the trenches, Indian flavours and spices began to drift into the British cooking area. Some soldiers reported eating curry (although not perhaps in the sense of curry that we know today – a stew with added pepper and turmeric!). It was thought that by adding the spices it made the stew more enjoyable when it had to be eaten cold. Often these curries were enjoyed with a chapatti – a blend of flour and water and then toasted or fried. *[Dr. Rachel Duffet, University of Essex]* It is understandable to see why chapattis were favoured over the British issued biscuits!





## Glossary

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### British Slang

Baby's head – *This is slang for a meat pudding. They called it this because the top was soft like a baby's head.*

Dixie – *This is a big cooker where they cooked and heated everything. They used to have two to feed all the British trench.*

Fun Fact: soldiers used to complain of their tea tasting of soup because it was heated in the dixies they cooked soup and stew!

Porkers – *this is slang for sausages.*

Hard tack – *this is a biscuit that was so hard, you had to put it on a firm surface and hit it with a stone.*

"I've held one in my hand and hit the sharp corner of a brick wall and only hurt my hand." Private Pressey in a letter to his parents.

Soft tack – *this is French bread.*

Floater – *this is meat and dumpling stew. They called it this because the dumplings floated in the stew.*

Bombardier fritz – *when the soldiers were in the beeswax and barracks, they used to go into the French towns. Sometimes they would go to a café and have bombardier fritz. This is just egg and chips.*

Plonk – *this is slang for a wine they used to have with their bombardier fritz called vin blanc.*

Gunfire – *this is tea, sugar and rum.*

### Indian foods

Gur – *a solid brown sugar or cane sugar.*

Atta – *a type flour used to make chapattis.*

Dhal – *dried lentils, used to make a curry type of dish.*

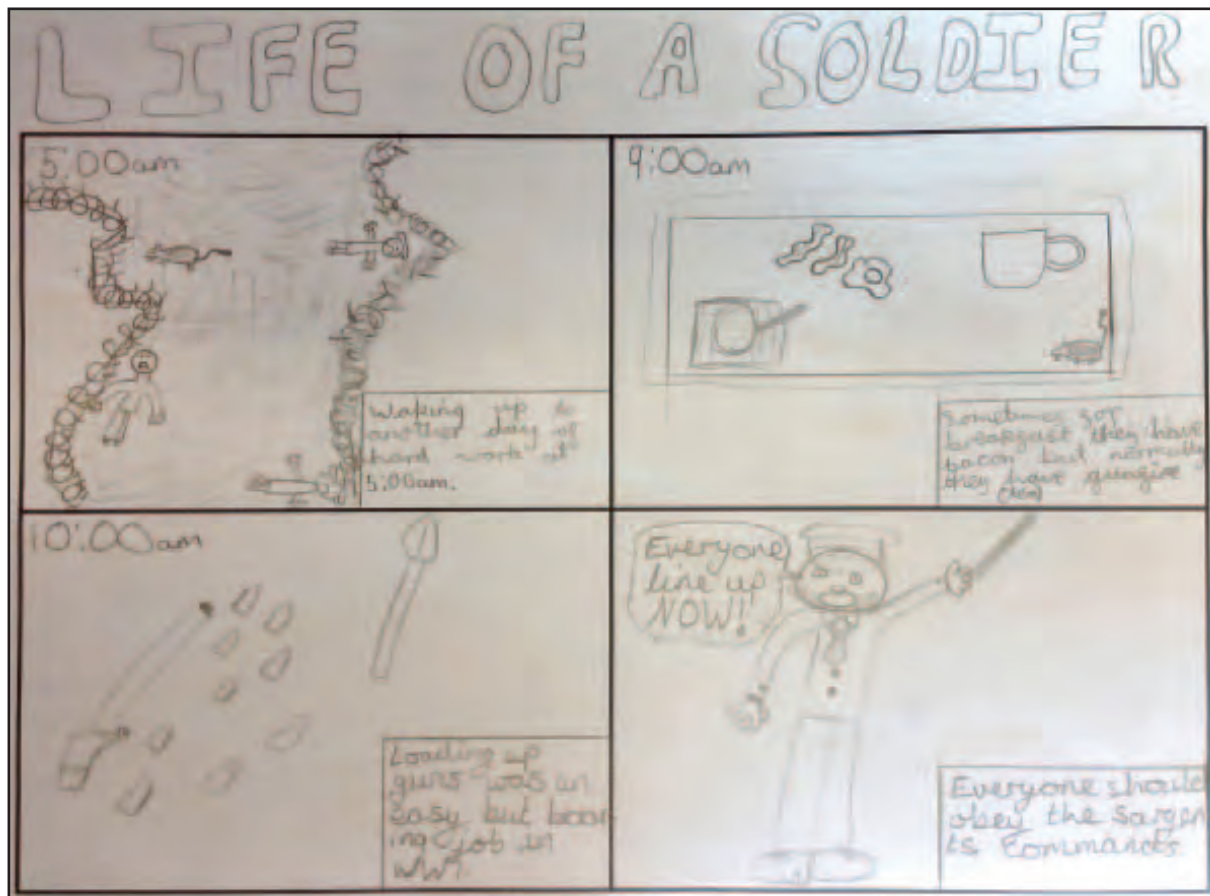
Ghee – *clarified butter.*

Turmeric – *a type of spice, yellow colour, strong distinctive flavour.*

Condensed milk – *sweet milk*

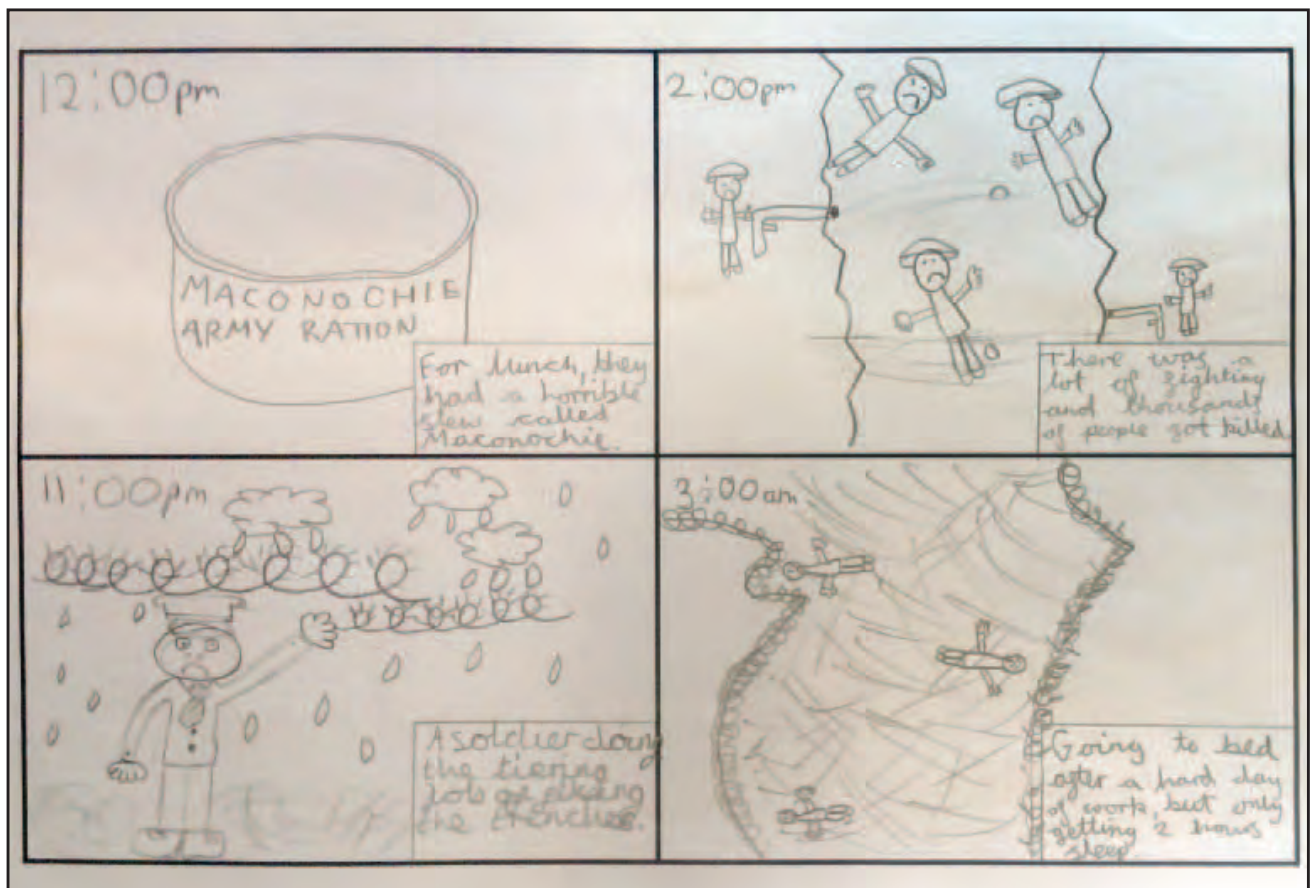
## - St. John's - Food in the Trenches -

(work created by year 6)



## - St. John's - Food in the Trenches -

(work created by year 6)



## - St. John's - Food in the Trenches -

(created by Mrs Kathryn Quigley)

Day	Whole Class Learning Objectives To be able to:	Steps 2 Success	Whole Class Teaching	Activities	Plenary/AFL
Trenches - facts - figures - conditions - areas	Imagine the living space the troops experienced.	Remember to: Not use Wikipedia as it's not completely accurate for this task.	Begin session by reading 'One Boy's War' a true story about a boy called Sidney, who signs up for war (he is only 15!) after his father does. It tracks his journey from excitement about war, to the reality of what was happening, to his eventual early death after going over the top. This will set the scene for learning about the trenches. We found the book really useful for helping us to empathise with people who went to war.	Split the class into half.	To be shared with the rest of the class on the IWB.
	Understand how long they were expected to live in a trench and how many soldiers lived there.	Only use reliable sites. Good choices are: BBC History IWM Scholastic History	Show children a video clip about trenches. <a href="http://www.bbc.co.uk/schools/0/ww1/25626530">www.bbc.co.uk/schools/0/ww1/25626530</a>	One half of the class:	What thoughts do we have about the trenches?
		Take notes whilst watching the video.	Discuss how many people think soldiers were always on the front line, but this is not true. Often they were only there 4 or 5 days. They would then spend time in different areas, resting or helping with the war effort.	Children to work in mixed ability groups and record a diary entry using the fact file.	What might family members at home have known about the trenches? What makes you think this?
		Be accurate with the facts and figures – if you're not sure research.	Complete a spider diagram with the whole class finding out what the children know about trenches already.	Other half of the class:	
		Show empathy to the soldiers.	Look in more detail at the different areas of the trenches: - Forward listening post (SAP) - Front line - Communication trench - Fire-bay - No Man's Land - Support trench - Reserve trench	Children to create a power point using the fact file.	
		Use your marking ladder to write a high quality diary entry.		Insert Morfo diary into the PowerPoint.	
		Resources: ✓ Video links ✓ Flip chart paper for whole class collection ✓ Image of the different areas of the trenches. ✓ iPads ✓ Morfo app ✓ Laptops ✓ PowerPoint	Show children a video clip interview about life in the trenches <a href="http://www.bbc.co.uk/news/uk-wales-29945941">www.bbc.co.uk/news/uk-wales-29945941</a>  Compile a fact file as a whole class Discuss emotions, sounds, sights. Annotate a picture of a soldier in the trenches using the senses for inspiration.  Model how to use 'Morfo' to create a diary entry about the life of a soldier in the trenches.  This could be a diary writing literacy lesson if needed. The marking ladder for diary writing in Y6 could be used at this point.		

## - St. John's - Food in the Trenches -

Food	<p>To know the different types of food and how much the troops had to survive on.</p>	<p>To find an appropriate website. BBC is a good starting point.  To work with an effective learning partner.</p>	<p>Show the PowerPoint regarding the foods and rations.  Look at how much the troops received (these will be imperial measures so children will struggle to visualise – this will be explored more later)  Compare how much bread per week we eat, to that of a soldier.  Why is the calorie count so high? Discuss how the rations changed through the years. Why might this have happened? Look at the issue with flour in 1916 and the alternatives. What do children think about this?  Teacher in role – hot seat them as soldier in France. 'How does rationing affects them?'  Children make notes.</p>	<p>1. Children to cook vegetable soup with the rationing allowance.  Children in higher groups on maths could be challenged to convert the measures from imperial to metric.  Lower ability children can have recipe with rounded measures to practise scale reading skills.  2. Using a word search creator, children will create a word search for food rationing. This will allow them research the types of food further.</p>	<p>Tasting session. Evaluate soup.  Take photograph from the session.  Children annotate around the picture with thoughts, likes/dislikes, questions this made them think of.  Set a challenge for groups to swap word searches and the first group completed wins a prize – a trench cake!</p>
	<p>To understand the different rations for the Indian troops.  To be able to empathise how hard food rationing was on the troops.</p>	<p>To use reliable websites to find information about the subject.  To record the information accurate and in your own words.  Do not copy and paste.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>✓ Teaching PowerPoint</li> <li>✓ Indian ration ingredients</li> <li>✓ Laptop access</li> <li>✓ Cooking facilities</li> </ul>	<p>Show a PowerPoint with facts and figures about the Indian rationing.  Discuss with the children so that they will be able to empathise how difficult it was to be able to fight on what they were fed.  Show the actual amounts of the rations the Indian troops had to survive on.  Discussion: Why did Indian troops have different foods? Look into religious beliefs, different tastes, comparisons to British troops.  Remember that there will be some foods that children we not have heard of/seen/tasted before, so they made need to do this first.</p>	<p>Carousel of activities:  Poster of rationing Find pictures of the different food types to show what the troops would have received.  Weighing out the amount of food for rationing. Conversion may be required from imperial to metric.  Making a chapatti Discuss what these are, why they may have made them etc.</p>	<p>Taster session.  Class discussion – What would the British troops have thought about these foods?  Discuss how they were influenced and the like of curried fish began to travel over.</p>



- St. John's - Food in the Trenches -

British Rations	To understand the amount of food/types that was available to the troops.	Make sure the figures you use are accurate.  Only use pictures linked to the British rations.	<p>Show the class PowerPoint.</p> <p>Look at the food rations they would have received. Discuss foods that were disliked and why. Look at cooking facilities. Discuss how hot food was cooked further back in the trenches and was often cold, or would be transported in empty fuel cans, so would taste of this! This led to families beginning to send over small stove cooker; however soldiers would have to use a small candle to cook their food. It could take hours!</p> <p>British troops occasionally journeyed into the local towns – egg and chips was a favourite. Why? What would it have been like in one of these towns?</p> <p>Make comparisons with a modern recipe with a rationed recipe. For example, we eat a local meat called loobbies – this is similar to McConachie's stew.</p>	<p>Children to follow instructions to make trench cake using rationing. As they do this discuss that families would have sent these to their loved ones. Quite often foods like this would be shared.</p> <p>Show the Christmas Sainsbury advert (created with British Legion) regarding sharing luxury goods like chocolate.</p> <p>Complete a poster for British Rations-researching amounts and types and food.</p> <p>Compare this to the Indian rations. <i>Label with post-it</i> notes the differences and why they think they are different – use previous knowledge.</p>	<p>Share their findings and a taste of the trench cake.</p> <p>Now write a small postcard, in role as Sidney's mother (lesson1), to send with the cake. Show understanding regarding how families didn't know how bad the conditions were.</p>
		<p>Resources:</p> <ul style="list-style-type: none"><li>✓ Teaching PowerPoint</li><li>✓ British food rations</li><li>✓ Trench cake ingredients</li><li>✓ Sainsbury Christmas Advert</li><li>✓ Cooking facilities</li><li>✓ Brown envelopes for postcard.</li></ul>			

(created by Mrs Kathryn Quigley)

# Religion in the Trenches



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**Hurst Knoll  
St. James'  
Church of England  
Primary School,  
Ashton-under-Lyne**

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# Religion in the Trenches

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## Introduction

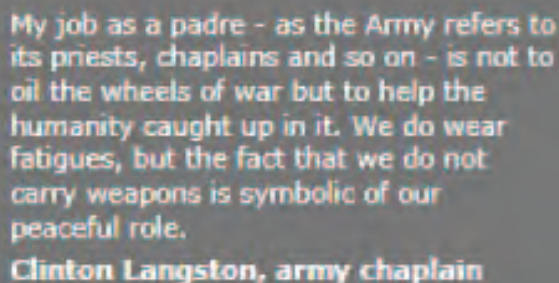
*(work created by year 6)*

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Trench warfare during the First World War made normal aspects of life difficult for the men who were serving, including how and where soldiers could worship. The closeness of death made belief – and its opposite – a pressing issue for the millions of men serving on the front.

### Soldiers Worship

#### 1. Padres



My job as a padre - as the Army refers to its priests, chaplains and so on - is not to oil the wheels of war but to help the humanity caught up in it. We do wear fatigues, but the fact that we do not carry weapons is symbolic of our peaceful role.

**Clinton Langston, army chaplain**

Padres on the front line were not an uncommon sight. Where able, they would be there spreading their message and supporting soldiers. For men surrounded by seemingly futile death, a churchman willing to risk his life to join them in the trenches help them to make sense of the war and feel that God had not abandoned them.

Those padres who accompanied the troops, led services as and when they could, realising that in the midst of war Sunday cannot be given up as a day of rest. It was different, however, away from the Front Line. In the military hospitals both close to the front line and away from them, padres would be more common and regular service, for those able to attend would be more of a normal occurrence.

#### 2. Talbot House

Talbot House (Toc H) in Poperinge was a home from home, allowing for soldiers not fighting on the front line, to experience a semblance of normality. The Reverend Philip 'Tubby' Clayton saw the use of the house as an every-man's club, where rank was to be left at the door.

At Talbot House there was a chapel furnished by the soldiers in the loft of the house. Under their own initiative the soldiers made an altar was made from a carpenter's bench found in the garden shed, candlesticks were made from bedposts, a portable organ known as a 'groan box' was used for musical accompaniment and wooden benches were made or acquired from damaged churches.

From the initial inset of the 'Every-man's Club', the chapel in the 'Upper Room' offered a peaceful haven for hundreds of soldiers taking a brief respite from the trenches.

#### 3. Superstitions

Superstitions were rife in the trenches, with soldiers offering lucky charms as some small measure of comfort and control at a time when there was none. Some soldiers lost their faith in God, becoming fatalistic; believing that if the shell had their name on it, their time was up.

It is easy to understand how a man fighting in WW1 could lose his faith God, from praying before going over the top to then being hit by a bullet or shrapnel. It is also easy to understand how one's belief in God could be strengthened; praying before going over the top to then making it into enemy territory and still staying alive.

## - Hurst Knoll - Religion in the Trenches -

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### 4. Sikh Soldiers

At the beginning of the war, Sikh military personnel numbered around 35,000 men of the 161,000 troops of the Indian Army, around 22% of the armed forces, yet the Sikhs made up less than 2% of the total Indian population. By the end of the war 100,000 Sikh volunteers joined the British Armed forces with a few Sikhs also contributing to the French Air Service and the American Expeditionary Force.

The needs of these soldiers were taken into account during the First World War, with areas being cordoned off for worship. The Guru Granth Sahib was also imported by patrons in India to soldiers on the front line.

The needs of the Indian troops to fulfil religious requirements were supported from the onset of the war. For the Sikhs, their Kirpan was reproduced as a miniature and supplied to the Sikh soldiers on the Western Front as early as October 1914. By 1916, 4,000 sets of Sikh symbols, which included the Kara and Kangha (comb) and Kachera (shorts), were being sent to the Sikhs on all fronts.

### Religion

For many Indian soldiers religion was the only way they could make sense of the war. It was believed by some Hindu soldiers that being killed in battle, in the service of the King, would send them to paradise. In Britain the Indian Soldiers' Fund was set up to help supply them with religious items including The Guru Granth Sahib, Korans, Hindu religious scriptures and Brahminical threads. The Fund also helped with other comforts and medical care. The British Indian Army did not have their own Army appointed religious leaders and many were camp followers. However, there were many soldiers within the regiments that had a good working knowledge of each religion and could conduct the necessary prayers and ceremonies when called upon. It also appears that ritual occasions, such as Ramadan, Diwali, the Guru's birthday (for Sikhs) and Ramadan were all observed.



### Talk of the Trenches (additional information by John Meredith, Heritage Learning Team)

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At the outbreak of World War One the British Expeditionary Force headed for France to stem the onrushing tide of the German advance. Through the dark days of that conflict the soldiers of the British Army, who came from all over the British Isles found a common ground in a form of trench slang, a language that became the haven of the soldier. The influence of troops from across the empire and even from different social classes developed a vocabulary that was not only varied but imaginative and laced with humour. Many of those words were actually in use prior to the war and many have survived into modern day conversation.

One major contributor to 'Trench Slang' were the numerous battalions who had served in India. Years of service overseas created a whole variety of words and phrases that soon became part of the Lingua franca of trench life. There follows just a few examples of how words and phrases picked up in India found themselves a place in the 'Talk of the Trenches'.

**ak dum** – Meaning 'at once' later replaced in many areas by the German 'Achtung'!

**ar-sty** – Meaning 'slow down'.

**bandoock or bundook** – Meaning Musket or rifle from the original word for Crossbow.

**Bangalore Torpedo** – Invented by Captian McClintock of the British Indian Army in 1912 whilst based at Bangalore. It consisted of lengths of steel pipe, packed with explosives and connected together. First used on the Western Front in 1915 it's purpose was to clear paths through the barbed wire.

**bapoo or barpoo** – Meaning 'mad' or 'crazy' later adopted and adapted by members of the Royal Air Corps to mean a crash.

**batchy** – Meaning 'mad' or 'a bit daft' also 'losing one's nerve.'

**Blighty** – Thought to have originated from the word 'bilaik' meaning a foreign place or country but may have been from the Arabic word 'beladi' meaning 'my own country. To the soldiers at the front it meant 'home'.



## - Hurst Knoll - Religion in the Trenches -

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**bobbajee** – Meaning ‘an army cook’.

**bobberry** – Used by the Regular Army in India to describe a fracas or heated argument.

**bund** – Meaning a dam or embankment. i.e. The Zillebeke Bund at Ypres.

**char** – Meaning ‘Tea’

**chinny** – Meaning ‘sugar’

**chit or chitty** – Meaning ‘paper’. It referred to any message or note.

**chokey** – Meaning ‘prison’ or ‘cell’ from ‘chauki’, a four sided building.

**coogage** – Meaning ‘newspaper’

**crab wallah** – Indian Army term for a bad person

**cushy, cooshy or cushti** – Meaning ‘pleasurable’ from the word ‘Khush’.

**dekko** – Meaning ‘to have a look at’ from the word ‘dekhna’, to see.

**derzey** – Meaning ‘the regimental tailor’ from the word ‘dhirzi’.

**dixie** – Meaning ‘a large iron cooking pot’ also a ‘small tin canteen’. From the ‘deschai’.

**doolally or doolally tap** – Meaning literally ‘to be mad with sunstroke’ from the word ‘deolali’. Often used to describe any person considered not normal.

**dooshman** – Meaning ‘enemy’ used pre-1914.

**dumdum** – Meaning a soft nosed bullet designed to create maximum damage. Named after the DumDum arsenal by soldiers serving in India.

**fanti** – Meaning ‘crazy’ or ‘mad’.

## - Hurst Knoll - Religion in the Trenches -

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**gone phutt** – Meaning ‘to explode’ from the word ‘phatna’. Relating to something that no longer worked or was not fit to use.

**jildi** – Meaning ‘to hurry up’.

**khaki** – Meaning ‘dirt or dust coloured’ originally issued to British troops in Abbyssinia in 1867 to replace the rather impractical red jackets. Then issued to all soldiers on colonial campaigns and adopted as British Army European service dress in 1902.

**pahny or panny** – Meaning ‘water’.

**puggled or poggled** – Meaning ‘mad’ from the word ‘pagal’.

**pukka** – Meaning ‘real’ or ‘genuine’ from the word ‘pakkha’.

**puttee** – Meaning literally ‘bandage’ – a cloth band wrapped from ankle to knee. Designed to offer support when walking but when wet could restrict blood flow and lead to trench foot.

**rooty** – Meaning ‘bread’ from the word ‘roti’.

**uckeye** – Meaning ‘all right’ or ‘acceptable’. Could well be the same word that introduced ‘OK’ into the English Language.

**wallah** – Meaning ‘man’ or ‘fellow’ from the word ‘wala’ meaning ‘connected to’ i.e base wallah, char wallah etc.

# Jullundur Brigade on the Western Front



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**Weeton Primary  
School, Preston**

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# Jullundur Brigade on the Western Front

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## A history

*(work created by years 5 and 6)*

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The War on the Western front started on 6 August 1914.

That day, the War Council in London requested two infantry divisions and a cavalry brigade from the Viceroy's government to be sent to Egypt.

The two selected infantry divisions were the Lahore Division (3<sup>rd</sup> India War Division) and the Meerut Division (7<sup>th</sup> Indian War Division).

The Jullundur brigade was part of a Lahore Division of the Indian army and comprised the 1<sup>st</sup> Manchester, 47<sup>th</sup> Sikhs and 59<sup>th</sup> (Scinde) rifle frontier force.

Together they formed the Indian Corps. The Secunderabad Cavalry Brigade was added later.

The troop of the British Indian Army or British Indian labour corps would, in our present day and age, be hailing from India, Pakistan, Bangladesh, Burma or Nepal.

On 27 August 1914 the British government decided that the Indian divisions had to be sent immediately to France, as reinforcement of the British Expeditionary Force, which had already suffered heavy losses in the Battle of Mons.

To the Indians, Europe was a completely new place and a whole new world to them all.

They did not understand the language and the culture the Europeans had it was completely different to them.

The Indians, the French and the Belgians were puzzled by each other's ways in fighting the central powers.

Still, the Indians were given a friendly welcome by the French population, especially at the start of the war.

From Marseille they travelled the north via Orleans.



## - Weeton Primary - Jullundur Brigade on the Western Front -

On 22<sup>nd</sup> October 1914 the Jullundur Brigade entered the freshly dug trenches with the 1<sup>st</sup> Battalion Connaught Rangers. From Marseille they travelled the north via Orleans.

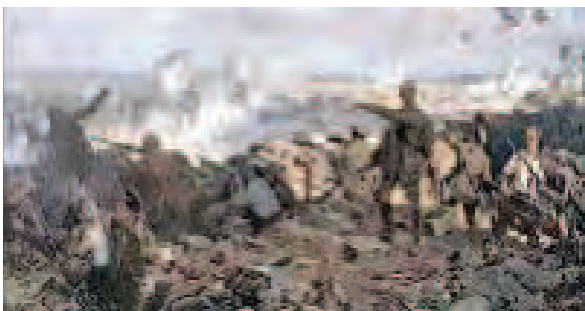


The 2<sup>nd</sup> Ypres battle started on the 19<sup>th</sup> October to 22<sup>nd</sup> November 1914. So that's 53 days.



The Indian soldiers walking to their trenches.

After the heavy fire on 30<sup>th</sup> October 1914 the Germans attacked the Indian troops. Indians and British were the minority; they had little ammunition and little artillery support.





## - Weeton Primary - Jullundur Brigade on the Western Front -

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### **The battle of Neuve Chapelle**

Neuve Chapelle is a village located roughly midway between Bethune and Lille, and is around 20 miles south of Ypres. The first British set piece attack of the war was planned here early in 1915 by Douglas Haig.

At that time in command of the first intention was to capture the German lines in this German salient then the village itself and then drive through onto the nearby Aubers Ridge, where the high ground was.

With the employment of carefully co-ordinated, often hand to hand fighting progress was rapid, quickly breaking through a section of a German line. The Indian corps of the British Expeditionary force [BEF] made up half of the attacking force and despite suffering very heavy casualties succeeded in capturing important sections of German line. The battle of Neuve Chapelle took three days.



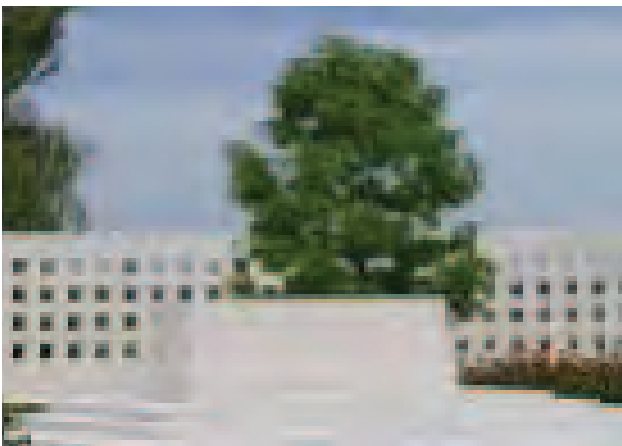
## - Weeton Primary - Jullundur Brigade on the Western Front -

### Menin Gate Ypres:

Besides the thousands of names and Canadians more than 400 name of Indians reported missing in the battles of Ypres are also engraved on it. However we must point out that some Indians who fell in Ypres are mentioned on the Neuve Chapelle memorial.



ABDUL GANI  
ABDUL RAHMAN KHAN  
ASGHAR KHAN  
BAGA SINGH  
BARNAM SINGH  
BASHARAT ALI  
BASHARAT KHAN  
BATAN SINGH  
BHAN SINGH  
BISESAR CHAUBE  
BRI MOHAN SINGH  
CHAINCHAL SINGH  
DALIP SINGH  
DRIGPAL JEHHT  
GAYA SINGH  
GHULAM RASUL



## Jullundur Brigade - Battles in France 1914–1915

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*(by David Casserly, Heritage Learning Team)*

The Jullundur Brigade landed in France in September 1914 and moved into the line at La Bassee to help stabilise the situation where they stayed under heavy German attack. The 59<sup>th</sup> (Scinde) Rifles stayed and held the line there until early November.

### **Battle of Neuve Chapelle**

On 26<sup>th</sup> October 1914 the German attacked north of the village of Neuve Chapelle driving the British back and on the 27<sup>th</sup> two companies of the 47<sup>th</sup> Sikhs were involved in trying to hold the Village but after heavy fighting were driven out. On that day Subedar Thakur Singh of the 47<sup>th</sup> Sikhs won one of the first Military Crosses awarded to the Indian Army in the War for taking command of the company when his officer was wounded.

On 28<sup>th</sup> October the 47<sup>th</sup> Sikhs with the 20<sup>th</sup> and 21<sup>st</sup> Companies Sappers and Miners attacked Neuve Chapelle to re capture the village. The 47<sup>th</sup> Sikhs advanced and began to clear the village house by house in hand to hand fighting at the point of the bayonet. Despite great gallantry under heavy German counter attack the 47<sup>th</sup> Sikhs were forced to retire out of the village with only 68 out of the 289 men who started the attack.

The 1<sup>st</sup> Manchester's were in the trenches north east of Festubert the following day, the 29<sup>th</sup> October, successfully beating off German attacks.

### **Givenchy**

In the early hours of the 19<sup>th</sup> December 1914 the 59<sup>th</sup> (Scinde) Rifles rose from the trenches at Givenchy and advanced into the German lines. After gaining the German trenches Lieutenant William Bruce led a party defending the captured trenches for some hours until he was killed. He was awarded the Victoria Cross for that action. The 59<sup>th</sup> (Scinde) Rifles could not hold the captured trenches under severe German attack and had to withdraw. A further German advance was checked by the 1<sup>st</sup> Manchester's in a counter attack that cost 200 men while the 47<sup>th</sup> Sikhs made an attack on the 21<sup>st</sup> to re take trenches lost to the enemy but this failed with heavy casualties.

### **Neuve Chapelle 1915**

The Jullundur Brigade were in support of the British attack which took Neuve Chapelle on 10<sup>th</sup> March 1915. On the morning of the 12<sup>th</sup> March the whole of the Jullundur Brigade advanced over open ground to the south of Neuve Chapelle aiming to take the Aubers Ridge. During the advance all the British officers, including the Commanding Officer, of the 59<sup>th</sup> (Scinde) Rifles were either killed or wounded and Subedar Major Parbhat Chand took over command for which he was awarded the Victoria Cross. The attack was not a success and the Jullundur Brigade suffered heavy casualties before being withdrawn.

### **2<sup>nd</sup> Battle of Ypres – 1915**

The Jullundur Brigade moved north to the Ypres sector and on the 26<sup>th</sup> April the Jullundur and Forzepore Brigades were ordered into the attack. The first 1000 yards of the advance were up an open grass slope under constant rifle and machine gun fire. The German positions were on a further ridge another 1000 yards away and as the Jullundur Brigade advanced through the valley in between they came under a cross fire of rifle, machine gun fire and artillery. The Brigade lost over 1000 casualties and Acting Corporal Issy Smith of the 1<sup>st</sup> Manchester's won a Victoria Cross in this action. The Germans also used poison gas and despite the efforts of the Jullundur Brigade the attack was not a success.

### **Festubert/Neuve Chapelle**

The Jullundur Brigade held the Neuve Chapelle and Festubert sectors from May until early September 1915.

On 1<sup>st</sup> September the 47<sup>th</sup> Sikhs and the 59<sup>th</sup> (Scinde) Rifles went into the trenches on the La Bassee Road and held them for a month, the 47<sup>th</sup> Sikhs not being relieved until the 11<sup>th</sup> October after being in the line 41 days, the longest spell for any troops up to that time. The 59<sup>th</sup> (Scinde) Rifles held the line just south of Neuve Chapelle from the 27<sup>th</sup> October to the 4<sup>th</sup> of November.

The Jullundur Brigade then left the trenches and in early December went by train to Marseilles for their next posting – Mesopotamia.

# Lesson Plan 1

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## Letters From the Trenches - Year 6 Examples

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Dear mum

I woke up cautiously in a muddy hard trench. It is a lot of hard work to get them quite deep. Every time I get attacked I feel worried.

I think lunch is the best part of the day not because you can eat food because I get to rest and write letters and when I write letters it makes me happy!

When I am digging the trenches, it is especially difficult on really hot day's, the ground gets dried up and that makes it hard.

Every time we are attacked I am so tired because I have been digging all day. So I hardly manage to go to sleep. Some day's I cant even walk because I am that tired!

Yours sincerely, Aiden

Dear Mum,

Cautiously, I woke up with my arms and legs aching because all I am doing is digging like a rabbit. But I have to carry on to get these teaches dug.

The adrenilling kicked In, The boss! Captain Ashcroft told me to go over the top of the trench I was getting worried, Scared and nevus...

Before I new it, It was time for lunch, but I only had time for a spoon of stew and a glass of rum.

Five hours later tired, aching, feeling weak and ready to drop. We were still digging. One hour later we were planing an attack!

Suddenly, It was time to fight, one hour later we were still fighting, but I was one of the unlucky who got shoot (In the palm) but luckerly I am still alive, JUST.

I will write to you as soon as I can.

Yours Sincerely, Daniel

## - Weeton Primary - Jullundur Brigade on the Western Front -

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Dear Mum,

Day light rising up and early, ready for a awful day of digging, in a horrible state of the trench... My new home, mum!

Mum, I was cautiously looking left to right, over and over again, suddenly hearing screams! A whining sound as loud as a whistling bullet flew through the air; I am ready for attack!

This is my typical day in the trench mum, I have made lot's of friends (but very muddy friends) just like me we rarely ever take a shower these days. I am missing you all so very much and writing this letter to you is amazing but the soldiers and I find it difficult to find paper in this slop of a trench.

"ready for war." A young soldier shouted. We jumped over the trench wall and some men were brave and risked there lives to save other people. Just by, a few meaters away, a shell got thrown and nearly hit me.

A young boy got hurt from pushing me out of the way, "fall back fall back"sarge shouted but I didnt, I picked him up, put him on my sholder and saved his life. I will try and write again. Also, how are you?

From your loving daughter

Gabrielle

To my dear mother,

As I woke up this morning (moodily), half of the un-homely trench was filled with plain white snow which only meant one thing...

Christmas, that I'm sadly not there for.

Constantly digging is painfully hard; for me, for everyone! Teamwok is being required, food and drink is low. I feel weak mother and I need all the help and motivation I can hold.

All of a sudden, we attacked sneakily but the frightful enemy charged courageously! Mother, it was gory! Having witnessed a poor, young confused Soldier dying was a truly worrying moment.

Surprisingly, the food was less tasteless than grandmas soup! This was the time to talk to our friends, why am I doing this? Tell me why? As I was singing away, the boring taste of the food kicked in.

Later that afternoon, louder than a roaring lion, we charged (at the enemy) most of us feeling guiltier than a criminal master mind. The other half were popping there heads over the trench like Meerkats.

"Merry Christmas!" said a German soldier.

"Merry Christmas back, how about a game of football to show that were sorry honestly I regret this whole thing" Replied a british soldjer.

We played and played until sunset. Where are my manners, how are you mum? And of course, Rory my little brother?

Merry Christmas mother and a happy new year!

Yours truly,  
Trevor



# The Modern Regiments of the Jullundur Brigade



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**St. Nicholas  
Church of England  
Primary, Blackpool**

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# The Modern Regiments of the Jullundur Brigade

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## The Jullundur Brigade today *(work created by year 5)*

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The Jullundur Brigade during WWI was made up the following regiments.

The 1<sup>st</sup> Battalion Manchester Regiment

The 47<sup>th</sup> Sikh Regiment

The 59<sup>th</sup> (SCINDE) Frontier Force Regiment

The modern regiments are now

The Duke of Lancaster's Regiment

5<sup>th</sup> Battalion, The Sikh Regiment of the Indian Army

1<sup>st</sup> Battalion (Scinde) of the Frontier Force Regiment of the Pakistan Army.

### Duke of Lancaster's Regiment: by Millie

1. The regiment's formation was announced on 16 December 2004 by Geoff Hoon and General Sir Mike Jackson as part of the restructuring of the infantry.
2. The regiment was given its new name in November 2005.
3. The regiment was formed through the merger of three single battalion regiments: The King's Own Royal Border Regiment, The King's Regiment, The Queen's Lancashire Regiment.
4. The regiment was formed on 1 July 2006. Initially, on formation, the regiment contained three regular battalions, with each battalion simply being renamed:  
1<sup>st</sup> Battalion, Queen's Lancashire Regiment – 1<sup>st</sup> Battalion, The Duke of Lancaster's Regiment  
1<sup>st</sup> Battalion, King's Regiment – 2<sup>nd</sup> Battalion, The Duke of Lancaster's Regiment.  
1<sup>st</sup> Battalion, King's Own Royal Border Regiment – 3<sup>rd</sup> Battalion, The Duke of Lancaster's Regiment.
5. Motto is "Nec Aspera Terrent" (Latin)  
"Difficulties be Damned".
6. Their nickname is 'Lions of England'.
7. Their garrisons are at:  
HQ RHQ – Preston  
1<sup>st</sup> Battalion – Catterick  
2<sup>nd</sup> Battalion – Weeton  
4<sup>th</sup> Battalion – Preston
8. They are part of King's Division
9. Their Roles are:  
1<sup>st</sup> Battalion – Light Infantry  
2<sup>nd</sup> Battalion – Light Infantry  
4<sup>th</sup> Battalion – TA Reserve
10. Colonel of the Regiment is Brigadier Peter Rafferty.

## The Jullundur Brigade today *(work created by year 5)*

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### **5<sup>th</sup> Battalion, The Sikh Regiment of the Indian Army: by Elyse**

1. The Sikh Regiment is a 19 battalion strong infantry regiment of the Indian Army, drawing the bulk of its recruits from the Sikh community.
2. The 47<sup>th</sup> Sikhs were part of the British Indian army during WWI.
3. The 15<sup>th</sup> and 47<sup>th</sup> Sikhs were part of the Jullundur Brigade and were amongst the first Indian troops to land on mainland Europe.
4. The 1921 reorganisation of the Indian Armies led, in 1922 to new titles and amalgamations.
5. The 47<sup>th</sup> Sikhs became the 5<sup>th</sup> Battalion of the 11<sup>th</sup> Sikh regiment.
6. In February 1992 they were officially affiliated to The King's Regiment (the successor to The Manchester Regiment) who became in 2008 The Duke of Lancaster's Regiment.
7. The Sikh Regiment is the most highly decorated regiment of the Indian Army.
8. The Regimental moto: Nischey Kar Apni Jeet Karon (I Fight For Sure To Win).
- 9: Battle Cry: Bole So Nihal, Sat Sri Akal (He Who Cries God is Truth, Is Ever Victorious).
10. The Sikh Regimental Centre is located in Ramgarh Cantonment, 30 km (19 mi) from Ranchi, which is the capital of the state of Jharkhand in India.

### **The 1<sup>st</sup> Battalion (Scinde) The Frontier Force Regiment, Pakistan Army.**

Headquarters: Abbottabad, North West Frontier Province

Motto: 'Ready Aye Ready'

Regimental March: 'A Hundred Pipers'

#### **Regimental History**

1843: Raised as the Scinde Camel Corp.

1851: 6<sup>th</sup> Punjab Infantry, The Scinde Rifle Corp Punjab Irregular Force.

1865: The Scinde Rifle Corp, Punjab Frontier Force.

1903: 59<sup>th</sup> Scinde Rifles, Frontier Force.

1921: Royal Scinde Rifles, Frontier Force.

1922: 6<sup>th</sup> Royal Battalion (Scinde), 13<sup>th</sup> Frontier Force Rifles to Pakistan on Partition.

1947: 6<sup>th</sup> Battalion Frontier Force Rifles (Scinde).

1956: 1<sup>st</sup> Battalion (Scinde) The Frontier Force Regiment.

Their anniversary is 10<sup>th</sup> March – Nueve Chapelle Day.

## The Jullundur Brigade Trophy *(work created by year 5)*

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The 1<sup>st</sup> Battalion the Manchester Regiment, the 47<sup>th</sup> Sikhs and the 59<sup>th</sup> Scinde Rifles F. F. served together in the 8<sup>th</sup> Jullundur Brigade from 1912 to 1919. The great friendship and liaison which existed between these three battalions contributed largely to the magnificent reputation gained by the Brigade.

To commemorate such splendid association, three identical centre-pieces were ordered from the Goldsmiths and Silversmiths Company, the centre-piece consisting of a triangular column rising from a triangular base, surmounted by a winged figure of Victory. At each corner of the base there is a silver model of a soldier of each battalion – an Englishman, a Sikh, a Punjabi-Musalman.

## The Jullundur Brigade Trophy *(work created by year 5)*

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Each battalion is now in possession of one of these centre pieces, presented by the other two battalions. In 2009, or ninety years after the event, the trophies are proudly displayed by the three battalions, now part of the British, Indian and Pakistan Armies.





# Lesson Plan

(created by Mrs Lucy Roffey)

Skills covered/Learning objectives	Teacher Input	Independent/ Guided Activities (Differentiated objectives levelled)	Plenary:
Curriculum area/s covered: History			
<p>1</p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul>	<p>Explain to the class that as part of the Jullundur Project we have been given the task of looking at the modern brigades that came from the Jullundur brigade.</p> <p>These are...</p> <ol style="list-style-type: none"> <li>1. The 1<sup>st</sup> Battalion The Kings Regiment, Duke of Lancaster's Brigade (British Army)</li> <li>2. The 5<sup>th</sup> Battalion Sikh Regiment (Indian Army)</li> <li>3. The 1<sup>st</sup> Battalion of the Frontier Force Regiment (Pakistan Army)</li> </ol> <p>Ask children what they remember about the Jullundur Brigade then show them the website:  <a href="http://www.the-south-asian.com/jan2002/Jullundur_Brigade.htm">http://www.the-south-asian.com/jan2002/Jullundur_Brigade.htm</a>            which recaps brief history of the Jullundur Brigade.</p>	<p>Split class into 3 mixed ability groups and explain they will each have the task of researching and describing one of the modern brigades of the Jullundur brigade. They will then act as teachers and produce lesson plans which will be published in a book about the Jullundur Project.</p> <p>Give each group large sheet of coloured paper and marker pens to use when brainstorming, plus paper, felt pens etc for planning work.</p> <p>Explain that they will have the job of teachers and will have to teach the other children about "their" brigade.</p> <p>Begin by brainstorming questions they might want to find out about an army brigade, Eg How old is the brigade?            Where is it based?            How many soldiers are there in the brigade?            When did they last take part in active warfare?            What type of brigade is it?            What are the names of the ranks in the brigade?            What is the uniform like?            Who is in charge of the brigade?            And most importantly what are the differences between this brigade and the original Jullundur brigade?</p> <p>Then ask children to produce a list of facts about their brigade and present them to the rest of class using ipads to research the information.</p>	<p>Look at examples of lesson plans ask children to think about how they could plan their own lesson based on what they find out about their brigade</p>

## - St. Nicholas - The Modern Regiments of the Jullundur Brigade -

2	<p>Curriculum area/s covered: History</p> <p>To understand chronology:</p> <ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>	Go over information already found out and look at photos on web of 3 brigades	Split into 3 groups as last week and produce posters to represent their brigade, using ipads/computers to find photos and facts etc.	Compare and critique posters.
3	<p>Curriculum area/s covered: History</p> <p>To communicate historically</p> <ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>	Look at examples of word searches and crosswords related to WW 1. What are essential elements?	Make worksheets/wordsearches/crosswords based on their knowledge of Jullundur Brigade.	Compare and critique worksheets.
4	Curriculum area/s covered: History	Show children examples of power point presentations and word documents and remind how to use word.	Work in pairs/groups to transcribe research onto a word or power point document.	Check for facts and spelling/ grammar etc.
5	<p>Curriculum area/s covered: History</p>	Go over power points and word documents already produced, what still needs to be done?	<p>Wk 5: Each group takes it in turns to teach their presentation to the rest of class.</p> <p>Wk 6: Evaluate and improve presentation .</p>	Class evaluates each other's work. What went well/could have been improved? Choose best ones to be sent off to Jullundur project.
6				

# Quiz 1

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*(created by Mrs Lucy Roffey)*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Modern Regiments of the Jullundur Brigade, end of project quiz.**

Using the internet find the answers to these questions, first team to complete all the answers correctly wins a prize.

### **Part 1 THE DUKE OF LANCASTER'S REGIMENT**

Question 1: In which country is this regiment based?

ANSWER \_\_\_\_\_

Question 2: What type of soldiers are they?

ANSWER \_\_\_\_\_

Question 3: What size is the regiment?

ANSWER \_\_\_\_\_

Question 4: Where is their Garrison/HQ?

ANSWER \_\_\_\_\_

Question 5: What is their nickname?

ANSWER \_\_\_\_\_

Question 6: What is their motto?

ANSWER \_\_\_\_\_

Question 7: Who is their Colonel in chief

ANSWER \_\_\_\_\_

Question 8: Who is the Colonel of the Regiment?

ANSWER \_\_\_\_\_

Question 9: What is on their arm badge?

ANSWER \_\_\_\_\_

Question 10: What is their abbreviation?

ANSWER \_\_\_\_\_

Total score out of 10

# Quiz 1: Answers

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(created by Mrs Lucy Roffey)

## Part 1 THE DUKE OF LANCASTER'S REGIMENT answer sheet

Question 1: In which country is this regiment based?

United Kingdom

Question 2: What type of soldiers are they?

Line Infantry

Question 3: What size is the regiment?

3 Battalions

Question 4: Where is their Garrison/HQ?

RHQ – Preston

1<sup>st</sup> Battalion – Catterick

2<sup>nd</sup> Battalion – Weeton

4<sup>th</sup> Battalion – Preston

Question 5: What is their nickname?

Lions of England

Question 6: What is their motto?

*"Nec Aspera Terrent"* (Latin) "Difficulties be Damned"

Question 7: Who is their Colonel in chief

HM The Queen, Duke of Lancaster

Question 8: Who is the Colonel of the Regiment?

Brigadier Peter Rafferty

Question 9: What is on their arm badge?

A glider

Question 10: What is their abbreviation?

Lancs

# Quiz 2

---

(created by Mrs Lucy Roffey)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Modern Regiments of the Jullundur Brigade, end of project quiz.**

### **Part 2: the 59<sup>th</sup> (now the 1<sup>st</sup>) (SCINDE) Frontier Force Regiment**

Question 1: In which country is this regiment based?

ANSWER \_\_\_\_\_

Question 2: What type of soldiers are they?

ANSWER \_\_\_\_\_

Question 3: What size is the regiment?

ANSWER \_\_\_\_\_

Question 4: What is their uniform?

ANSWER \_\_\_\_\_

Question 5: What is their nickname?

ANSWER \_\_\_\_\_

Question 6: What is their motto?

ANSWER \_\_\_\_\_

Question 7: Who are their notable commanders?

ANSWER \_\_\_\_\_

Question 8: When were they active?

ANSWER \_\_\_\_\_

Question 9: Name 2 of their engagements

ANSWER \_\_\_\_\_

Question 10: Which force were they incorporated into in 1856?

ANSWER \_\_\_\_\_

Total score out of 10



# Quiz 2: Answers

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*(created by Mrs Lucy Roffey)*

Part 2: the 59<sup>th</sup> (now the 1<sup>st</sup>) (SCINDE) Frontier Force Regiment answer sheet

Question 1: In which country is this regiment based?

Pakistan

Question 2: What type of soldiers are they?

Mechanized infantry

Question 3: What size is the regiment?

1 battalion

Question 4: What is their uniform?

Drab: faced scarlet

Question 5: What is their nickname?

Garbar Unath

Question 6: What is their motto?

"Ready Aye Ready"

Question 7: Who are their notable commanders?

Gen Musa Khan, HPk, HJ, HQA, MBE, Lt Gen Bakhtiar Rana, MC Lt Gen Rakhman Gul, MC Lt Gen Al Akram, Lt Gen Moinuddin Haider, HI (M) Lt Gen Ayaz, Maj Gen Sadaqat Ali Shah, Maj Gen Aamer Riaz, Maj Gen Fida Malik

Question 8: When were they active?

1843–present

Question 9: Name 2 of their engagements

North West Frontier of India

Indian Mutiny 1857–58

First World War 1914–18

Second World War 1939–1945

1965 War

1971 War

Question 10: Which force were they incorporated into in 1856?

Punjab Irregular Force (PIF).

# Quiz 3

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*(created by Mrs Lucy Roffey)*

Name:

Date:

## **Modern Regiments of the Jullundur Brigade, end of project quiz.**

### **Part 3: The 47<sup>th</sup> (now the 5<sup>th</sup>) Sikh Regiment**

Question 1: In which country is this regiment based?

ANSWER

---

Question 2: What type of soldiers are they?

ANSWER

---

Question 3: What branch of the armed forces are they?

ANSWER

---

Question 4: What colour is their uniform?

ANSWER

---

Question 5: When did they become the 5<sup>th</sup> battalion?

ANSWER

---

Question 6: What army are they part of?

ANSWER

---

Question 7: After world war 1 how were they reformed?

ANSWER

---

Question 8: When were they active?

ANSWER

---

Question 9: Where were they allocated on Independence?

ANSWER

---

Question 10: What religion are they?

ANSWER

---

Total score out of 10

# Quiz 3: Answers

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*(created by Mrs Lucy Roffey)*

## Part 3: The 47<sup>th</sup> (now the 5<sup>th</sup>) Sikh Regiment answer sheet

Question 1: In which country is this regiment based?

Indian Empire

Question 2: What type of soldiers are they?

Infantry

Question 3: What branch of the armed forces are they?

Army

Question 4: What colour is their uniform?

Scarlet faced yellow

Question 5: When did they become the 5<sup>th</sup> battalion?

1922

Question 6: What army are they part of?

Bengal Army (to 1895)

Then Indian army

Question 7: After World War 1 how were they reformed?

Changed from one battalion to multi battalions

Question 8: When were they active?

1901–1922 then became 5<sup>th</sup>

Question 9: Where were they allocated on Independence?

New India

Question 10: What religion are they?

Sikh

# Word Search

Children created their own word searches based on words associated with the Jullundur Brigade.

Here is an example... *(created by Mrs Lucy Roffey)*

R	S	T	U	T	R	O	O	P	S	F	S
L	D	V	S	P	J	W	E	E	F	I	E
A	U	Y	C	O	U	P	P	E	R	G	D
D	D	I	I	E	L	T	T	A	B	H	A
S	T	E	N	H	L	D	J	U	L	T	R
T	Y	C	D	T	U	B	I	N	G	O	M
F	J	N	E	E	N	T	R	E	M	Y	O
K	O	A	H	H	D	J	K	U	R	P	C
Y	G	R	G	R	U	I	T	N	O	R	F
M	N	F	C	B	R	I	G	A	D	E	O
R	A	W	S	E	G	I	H	K	I	S	P
A	M	U	Z	K	B	E	L	G	I	U	M

Jullundur	brigade	army
Sikh	soldier	scinde
frontier	force	war
Ypres	fight	Belgium
France	troops	comrades

# Resources

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## Links

<http://www.jullundurassociation.org/>

[http://en.wikipedia.org/wiki/3<sup>rd</sup>\\_%28Lahore%29\\_Division](http://en.wikipedia.org/wiki/3<sup>rd</sup>_%28Lahore%29_Division)

[http://en.wikipedia.org/wiki/59<sup>th</sup>\\_Scinde\\_Rifles\\_%28Frontier\\_Force%29](http://en.wikipedia.org/wiki/59<sup>th</sup>_Scinde_Rifles_%28Frontier_Force%29)

[http://en.wikipedia.org/wiki/47<sup>th</sup>\\_Sikhs](http://en.wikipedia.org/wiki/47<sup>th</sup>_Sikhs)

[http://en.wikipedia.org/wiki/Duke\\_of\\_Lancaster%27s\\_Regiment](http://en.wikipedia.org/wiki/Duke_of_Lancaster%27s_Regiment)

<http://www.army.mod.uk/infantry/regiments/23996.aspx>



- St. Nicholas - The Modern Regiments of the Jullundur Brigade -

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# Indian Memorial at Il Neuve Chapelle



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John Cross  
Primary School,  
Preston

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# Indian Memorial at Il Neuve Chapelle

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*(work created by years 5 and 6)*

The memorial at Neuve Chapelle is a memorial to 4,700 Indian soldiers who lost their lives on the Western Front during the First World War and have no known graves. Neuve Chapelle is a small village between Bethune and Lille, and is around 20 miles south of Ypres. This first British attack of the War was planned here early in 1915 by Douglas Haig, at that time in command of the First Army. The intention was to capture the German lines, then the village itself as this would disrupt the enemies lines of communication.

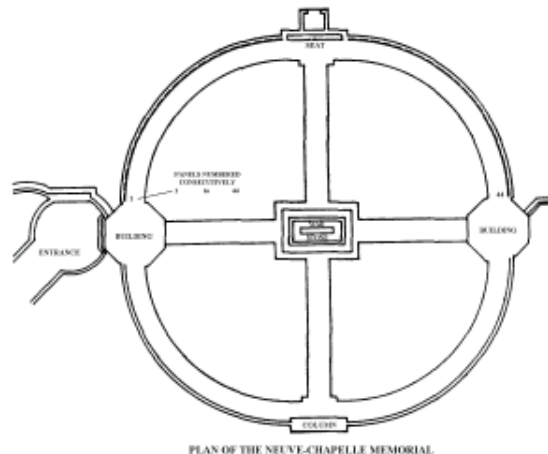
The memorial was designed by Sir Herbert Baker and the sculptors Charles Wheeler and Joseph Armitage.

Baker used Indian motifs that he had seen at the Secretariat buildings in New Delhi.

Baker wrote "Because of my interest in Indian art and history I specially welcomed the commission to design the Indian Memorial at Neuve Chapelle, which enshrines the names of the soldiers who fell on the battle-fields there and on other fields."

It's design has a circle of grass with stone paths that are surrounded by a tall, stone wall. The wall has the names of those who died on them.

[www.cwgc.org/find-a-cemetery/cemetery/144000/NEUVE-CHAPELLE%20MEMORIAL](http://www.cwgc.org/find-a-cemetery/cemetery/144000/NEUVE-CHAPELLE%20MEMORIAL)





## - John Cross - Indian Memorial at Il Neuve Chapelle -

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In the middle, opposite the names, is a column called an Asoka Column and it is guarded by two sculptured tigers. The column shows the Lotus Capital, the Star of India and the Imperial Crown.



[www.ww1battlefields.co.uk/others/neuve\\_chapelle\\_short.html](http://www.ww1battlefields.co.uk/others/neuve_chapelle_short.html)

You get into the memorial through an entrance that has stone grilles or jaalis. Jaalis are a common part of Indian buildings.

Here are some other examples.



Robert Lorimer, the Scottish architect, who designed the Italian War Cemeteries said that the design impressed him more than any other he had seen in France.

The Indian Memorial was unveiled by the Earl of Birkenhead on 7<sup>th</sup> October 1927. Lord Birkenhead, was the Secretary of State for India, and had served with the Indian Corps during the war. The ceremony was also attended by the Maharaja of Karputhala, Rudyard Kipling, and lots of Indian veterans.

# Commonwealth War Graves

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*(work created by years 5 and 6)*

We researched the Indian Memorial and got a lot of information from the CWGC.

There are 2,500 CWGC cemeteries across the world.

The largest CWGC cemetery is called Tyne Cot in Belgium. It has 12,000 graves from WW1. There are 3,588 headstones in Tyne Cot which have names on because they know who's buried there. There are 8,369 headstones in Tyne Cot which have no names written on because they found the body but they don't know who it is. It says on the headstones:

**A soldier of the Great War known unto God.**

A memorial called Thiepval has about 72,000 names on it. These are people from the first World War.

The smallest CWGC memorial has only four graves. It is on Ocracoke Island off the coast of America.

The CWGC headstones are all the same shape. In some places where earthquakes occur the headstones are low in the ground to stop them from falling over. Most headstones are made with white stone called Portland stone. In some countries they are made of local stone which is easier to obtain.



# Why are Memorials Important?

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A personal account by Emma Bailey

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I think memorials are special because you have somewhere to go to remember the people who died.

Last year my mummy called Kristie died and I felt really sad. When mummy was alive she was happy around us, the family. The hardest thing for us is that she isn't there anymore.

Daddy put a bench in a special place so we can remember her. The place is at Brock and there is a pond and lots of froggies. There are butterflies at Brock; my mummy liked butterflies because they fluttered around. We had them in our garden and once a butterfly landed on her hand and it tickled her and it flew off. Mummy started laughing!

I like to go there because it makes me sad and happy. Mummy used to like lots of nature. We sit on the bench and then we walk to the waterfall and play pooh sticks.

Sometimes I cry because I miss her so much.

After I go to the bench I feel better but sometimes I want to go back straight away. When I am at the bench I feel closer to mummy.



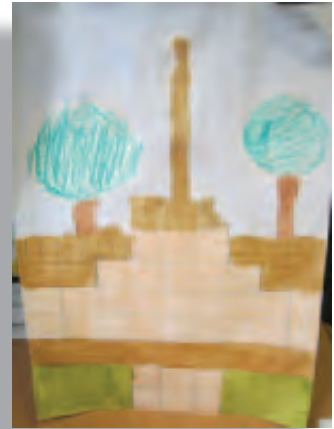
# Lesson Plan

## AN EDIBLE MEMORIAL COMPETITION

Our teacher put us into groups and then gave us biscuits, icing and sugar cubes.

We had to create our own memorials. This is what one group did.

- We planned our memorial
- We counted how many biscuits and sugar cubes we had
- We made some icing
- We made the base using a tray
- We added the cubes on
- We stuck two biscuits together so it made it more firmer for the tower
- Then we added on the biscuits
- With the other biscuits and icing we created a wall around our memorial
- We left the icing to set
- Then we went to check on it



*(created by Mrs Cathy Wrigley)*