

# WJEC GCSE History

Approved by Qualifications Wales

## Guidance for Teaching: Unit 3 Option 3.4

Teaching from 2026

For award from 2028

Version 2 - February 2025





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# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

## Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A\* to G.

### Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

### Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	An in-depth study on Welsh history	Written examination	30%
<b>Unit 2</b>	An in-depth study on European and/or World history	Non-examination assessment	20%
<b>Unit 3</b>	A study of a period in World history	Written examination	30%
<b>Unit 4</b>	A changing society	Non-examination assessment	20%

## Assessment

### Summary of Assessment

#### **Unit 3: A study of a period in world history**

**Written examination: 1 hour**

**30% of qualification**

**60 marks**

Learners will study one of the following six historical topics to undertake a breadth study of an extended historical period.

#### **Medieval**

**3.1 The Vikings c.750–c.1066**

**3.2 The Crusades c.1095–c.1291**

#### **Early Modern**

**3.3 The Songhai Empire c.1464–c.1591**

**3.4 The Mughal Empire c.1526–c.1707**

#### **Modern**

**3.5 Russia and the Soviet Union c.1861–c.1953**

**3.6 Changes in US society c.1880–c.1980**

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

### Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

## Overview of Unit 3: Option 3.4

### A study of a period in world history

(30% of the qualification)

The purpose of Unit 3 is to provide an overview of an extended historical period enabling learners to explore key concepts. The aim of this option is to develop a learner's understanding of how the Mughal Empire changed and developed across the period from c.1526 to c.1707.

Time period	Option 3.4	
Early Modern	3.4	The Mughal Empire c.1526–c.1707
	3.4.1	From Babur to Humayan, c.1526–1556
	3.4.2	Akbar and the extension of the Mughal Empire, 1556–1605
	3.4.3	Expansion and stability under the rule of Jahangir, 1605–1627
	3.4.4	The rule of Shah Jahan, 1627–1657
	3.4.5	Aurangzeb and the end of the Mughal Empire, 1657–1707

## Scheme of Learning Option 3.4 Early Modern: The Mughal Empire c.1526–c.1707

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

**For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers.**

These can be found on: <https://resources.wjec.co.uk/>

3.4 Background: The origins of the Mughal Empire (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the origins of the Mughals in central Asia and the reasons for their spread into South Asia.</li> </ul>	<p>The location of central Asia.</p> <p>The origins of the Mughals including Timur and Genghis Khan.</p> <p>The relationships between the Mughals and their neighbours, leading to expansion.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Discussion – What do learners already know about the Mughals?</li> <li>Map work – Look at a map of Central and South Asia. Highlight the key territories the Mughals advanced to.</li> <li>Family tree – Investigate the origins of the Mughals.</li> <li>Summarise the main reasons for Mughal expansion.</li> </ul> <p><b>Outcome:</b></p> <p>Learners can demonstrate an understanding of the origins of the Mughals, where the Mughal Empire was and its geographical development.</p>	<p><b>Video(s):</b></p> <p><a href="#">Kyrgyzstan: Where did the Mughals of India come from?</a></p> <p><a href="#">The Rise and Fall of the Mughal Empire</a></p> <p><a href="#">The History of the Mughal Empire 1526CE-1857CE</a></p> <p><b>Map(s):</b></p> <p><a href="#">Development of the Mughal Empire - Britannica</a></p> <p><a href="#">India in 1525</a></p>	1 hour

		<p><b>Advanced activity:</b> Research the history of the Mughals and create a presentation outlining their relationships with neighbours and reasons for expansion.</p> <p><b>Advanced outcome:</b> Learners can draw sophisticated conclusions as to why the Mughal Empire grew.</p>	<p><u><a href="#">Empire at its greatest extent c.1700</a></u></p> <p><b>Image(s):</b> <u><a href="#">Humayun's Genealogical Order</a></u></p> <p><b>Website(s):</b> <u><a href="#">How the Mughal Empire Began - BBC Bitesize</a></u></p>	
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<ul style="list-style-type: none"> <li>the geography, religions and cultures of the region that came to be known as “Hindustan” (Indian subcontinent).</li> </ul>	<p>The meaning of the term Hindustan.</p> <p>The geographical features of Hindustan.</p> <p>Religions in the Hindustan including Hinduism, Buddhism, Islam, Sikhism and Christianity.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Map work – identify Hindustan and label key locations such as the Himalayas and the Deccan Plateau. Identify the key geographical features of the varying locations.</li> <li>Match the main features of each religion to the correct name.</li> <li>Create a presentation outlining the culture of Hindustan including languages, art, architecture, religions and clothing.</li> </ul> <p><b>Outcome:</b> Learners develop an understanding of the term Hindustan and be able to identify its key features.</p> <p><b>Advanced activity:</b> Create a chart showing how diversity in the Hindustan was an advantage and a disadvantage for Mughal expansion.</p> <p><b>Advanced outcome:</b> Learners to develop an understanding of the advantages and disadvantages of the diversity within Hindustan.</p>	<p><b>Book(s):</b>  <a href="#">OCR GCSE History SHP: The Mughal Empire 1526 - 1707</a></p> <p><b>Map(s):</b>  <a href="#">Map of Hindustan - Britannica</a></p> <p><b>Article(s):</b>  <a href="#">Hindustan</a></p>	1 hour
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3.4.1 From Babur to Humayun, c.1526-1556				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the significance of Babur, including:           <ul style="list-style-type: none"> <li>his military campaigns, including the First Battle of Panipat, and the establishment of the Mughal Empire</li> <li>his contribution to the development of the Mughal Empire and its culture, and the challenges facing the Empire following his death.</li> </ul> </li> </ul>	<p>The importance of the First Battle of Panipat in establishing the Mughal Empire.</p> <p>Babur's military strategy and innovations.</p> <p>Babur's contribution to Mughal culture including poetry, the Mughal Garden and the promotion of art and architecture.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Discussion – display an image of Babur and ask learners to draw conclusions about him.</li> <li>Family tree – introduce Babur as a descendant of Timur and Genghis Khan. Consider the importance of his heritage.</li> <li>Add the key events in Babur's life from birth to death to a timeline.</li> <li>Map Work – learners to look at a map of the First Battle of Panipat and label how Babur's strategy worked.</li> <li>Source work – look at extracts from Babur's autobiography focusing on his military tactics.</li> <li>Write an obituary of Babur's life outlining his early struggles in Central Asia, loss of Samarkand, decision to invade India and main contributions to the Mughal Empire.</li> </ul> <p><b>Outcome:</b> Learners to develop a knowledge and understanding of the early expansion of the empire and analyse the importance of Babur.</p>	<p><b>Book(s):</b>  <a href="#"><i>Baburnama: A memoir</i></a>  <a href="#"><i>Zahiru'din Muhammad Babur Padshah Ghazi</i></a>, Rupa Publications India</p> <p><b>OCR GCSE History</b>  <a href="#"><i>SHP: The Mughal Empire 1526 - 1707</i></a></p> <p><i>A Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><b>Article(s):</b>  <a href="#"><i>The Memoirs of Babur</i></a></p> <p><a href="#"><i>The First Battle of Panipat</i></a></p> <p><a href="#"><i>First Battle of Panipat: History, Result, Causes, Effects</i></a></p> <p><b>Video(s):</b>  <a href="#"><i>Review: Memoirs of Babur by Zahir-ud-din Muhammad Babur</i></a></p>	2 hours

		<p><b>Advanced activity:</b></p> <ul style="list-style-type: none"> <li>Writing – Why was Babur's success at the Battle of Panipat significant?</li> <li>Writing – What were the most significant challenges facing the Mughal empire after the death of Babur?</li> </ul> <p><b>Advanced outcome:</b> Learners to evaluate the significance of the Battle of Panipat and further challenges facing future Mughal leaders.</p>	<a href="#"><u>Babur, the Founder of the Mughal Empire</u></a> <b>Image(s):</b> <a href="#"><u>Babur meeting the Sultan Ali Mirza near Samarkand</u></a> <a href="#"><u>Map of the First Battle of Panipat with information</u></a>	
<ul style="list-style-type: none"> <li>the first rule of Humayun, including:           <ul style="list-style-type: none"> <li>the challenges he faced in ruling the Empire</li> <li>the culture, beliefs and organisation of the early Empire.</li> </ul> </li> </ul>	<p>The issues associated with ruling a large empire.</p> <p>The diversity of the empire.</p> <p>Humayun's organisation of the empire.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Source work – look at portraits of Humayun and consider how he is represented.</li> <li>Map work – look at a map of Humayun's early reign and identify the regions that he ruled and the threats that he faced.</li> <li>Discussion – What challenges did Humayun face at the start of his rule?</li> <li>Creative writing – write a diary extract for Humayun outlining his challenges and how he will organise the empire to overcome them.</li> </ul> <p><b>Outcome:</b> Learners to develop a knowledge and understanding of the problems Humayun faced and the ways he attempted to overcome these.</p>	<b>Book(s):</b> <a href="#"><u>OCR GCSE History SHP: The Mughal Empire 1526-1707</u></a>  <i>A Short History of the Mughal Empire</i> , M. Fisher, Bloomsbury Academic, 2018  <b>Image(s):</b> <a href="#"><u>Portrait of Humayun</u></a>  <a href="#"><u>Humayun fighting Bahadur Shah of the Gujarat in 1535.</u></a>  <b>Video(s):</b> <a href="#"><u>Humayun: The Second Mughal Emperor</u></a>	2 hours

		<p><b>Advanced outcome:</b> Learners to identify which problems were more significant in maintaining the Mughal Empire.</p> <p><b>Advanced activity:</b> Create a list of problems. In pairs, discuss these and place in order of importance. Justify the order.</p>	<p><a href="#"><u>Humayun and the Suri Empire</u></a></p> <p><b>Webpage(s):</b> <a href="#"><u>BBC Bitesize, How the Mughal Empire Began</u></a></p>	
<ul style="list-style-type: none"> <li>• Humayun's loss and re-establishment of the Mughal Empire, including:           <ul style="list-style-type: none"> <li>• the Battle of Kannauj, 1540 and Humayun's exile</li> <li>• the significance of the recapture of Delhi, 1555 and Humayun's consolidation of power.</li> </ul> </li> </ul>	<p>The threat of Sher Shah Suri.</p> <p>The significance of the Battle of Kannauj and the reasons for Humayun's defeat including Sher Shah Suri's military strategy and Humayun's weaknesses.</p> <p>The consequences of the Battle of Kannauj including the rise of the Sur Empire in its place.</p> <p>Reasons for Humayun's exile and challenges faced during this time.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Map work – look at a map of the Battle of Kannauj.</li> <li>• Creative writing – write an account of the Battle of Kannauj from a first-person perspective.</li> <li>• Source work - evaluate extracts from the Humayun-Nama. (A Mughal Princess' autobiography)</li> <li>• Rank reasons for Humayun's success in taking back control. Justify the reasoning.</li> <li>• Summarise Humayun's reign and his importance to the maintenance of the Mughal Empire.</li> </ul> <p><b>Outcome:</b> Learners to identify the key aspects of Humayun's rule.</p> <p><b>Advanced activity:</b> Debate – Was Humayun's return to power as result of his military strength or diplomatic skills?</p>	<p><b>Image(s):</b> <a href="#"><u>Portrait of Sher Shah Sur</u></a></p> <p><a href="#"><u>Humayun's tomb in Delhi</u></a></p> <p><b>Website(s):</b> <a href="#"><u>Battle of Kannauj 1540</u></a></p> <p><a href="#"><u>A Mughal Princess' autobiography</u></a></p>	2 hours

	<p>Humayun's alliance with the Safavid.</p> <p>The importance of the capture of Delhi.</p> <p>Methods Humayun used to consolidate power.</p>	<p><b>Advanced outcome:</b> Learners to evaluate the reason why Humayun returned from exile and the effectiveness of his strategies.</p>		
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3.4.2 Akbar and the expansion of the Mughal Empire, 1556–1605				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the military conquests of Akbar, including:           <ul style="list-style-type: none"> <li>Rajasthan and the Battle of Chittorgarh, 1567</li> <li>further expansion between 1570 and 1605.</li> </ul> </li> </ul>	<p>The purpose, events and importance of the conquest of Rajasthan including military tactics and outcomes.</p> <p>The events and importance of the Battle of Chittorgarh, 1567.</p> <p>The military strategies and technological innovations used by Akbar.</p> <p>The impact of further expansion on the Mughal Empire.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Source work – analyse several Image(s): and interpretations of Akbar.</li> <li>Discussion – Why did Akbar want to expand the empire?</li> <li>Summarise and evaluate the significance of the main military strategies used by Akbar.</li> <li>Compare and contrast Akbar and Humayun's rule.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate a knowledge and understanding of the importance of key battles and events to the development of the Mughal Empire.</p> <p><b>Advanced activity:</b> Debate – Was the Battle of Chittorgarh the main reason for the further expansion of the Mughal Empire?</p> <p><b>Advanced outcome:</b> Learners to analyse the impact of the Battle of Chittorgarh.</p>	<p><b>Book(s):</b>  <a href="#">OCR GCSE History</a>  <a href="#">SHP: The Mughal Empire 1526–1707</a></p> <p>A <i>Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><b>Video(s):</b>  <a href="#">Akbar's rise to power</a>  <a href="#">The History of the Mughal Empire</a></p> <p><b>Image(s):</b>  <a href="#">Akbar hunting</a>  <a href="#">Map of Akbar's Empire</a>  <a href="#">Illustration from the Akbarnama</a></p> <p><b>Article(s):</b>  <a href="#">The Battle of Chittorgarh 1568: Rajput vs Mughal</a>  <a href="#">Akbar</a>  <a href="#">Humayun</a></p>	2 hours

			<p><a href="#"><u>Akbar the Great, the ultimate renaissance ruler</u></a></p> <p><b>Webpage(s):</b> <a href="#"><u>Akbar</u></a></p>	
<ul style="list-style-type: none"> <li>• the court and administrative system, including:           <ul style="list-style-type: none"> <li>• the Imperial camps at Agra, Fatehpur Sikri and Lahore</li> <li>• the role of Mughal officials and methods of revenue generation.</li> </ul> </li> </ul>	<p>An overview of the Mughal Court and how its location moved depending on the location of the emperor.</p> <p>The structure of Mughal administration.</p> <p>The hierachal structure of the Mughal court including the Wazi (prime minister), Diwan, Mir Bakshi, Qazi and Mansabdars.</p> <p>The revenue system including subahs and zamindars.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Map work – look at a map of India and highlight the three main imperial camps of Agra, Fatehpur Sikri and Lahore. Consider their geographical importance.</li> <li>• Discussion – what are the main functions of a royal court in a large empire?</li> <li>• Investigation – Why did the Mughals move their court between locations. What was important about these locations?</li> <li>• Source work – evaluate Image(s): and accounts of the royal court.</li> <li>• Examine the role of Mughal officials and revenue generation</li> <li>• Role Play – present the class with a scenario. Groups to present a solution to the issue from the point of view of one role within the Mughal administration.</li> <li>• Discussion – Which role was most important in the Mughal administration and why?</li> </ul>	<p><b>Book(s):</b>  <a href="#"><u>OCR GCSE History SHP: The Mughal Empire 1526-1707</u></a></p> <p>A <i>Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><b>Website(s):</b>  <a href="#"><u>Royal Travels of the Mughals</u></a></p> <p><a href="#"><u>The Mughal capital under Akbar</u></a></p> <p><a href="#"><u>Officers of the Mughal Empire</u></a></p> <p><b>Article(s):</b>  <a href="#"><u>Monumentality and Mobility in Mughal Capitals</u></a></p> <p><a href="#"><u>Akbar and the land revenue system</u></a></p>	2 hours

		<p><b>Outcome:</b> Learners can evaluate the administrative changes made and draw conclusions as to their effectiveness.</p> <p><b>Advanced activity:</b> How did the role of officials and the revenue system help the Mughals maintain control of the empire?</p> <p><b>Advanced outcome:</b> Learners to justify the impact of administrative change with developed reasoning</p>	<p><b>Image(s):</b> <a href="#">Fatehpur Sikri</a></p>	
<ul style="list-style-type: none"> <li>• the beliefs of Akbar, including:           <ul style="list-style-type: none"> <li>• the key principles of his divine faith</li> <li>• the significance of religious tolerance in the empire.</li> </ul> </li> </ul>	<p>The various religions in the Mughal empire including Islam, Hinduism, Christianity and Jainism.</p> <p>The extent and reasoning for religious tolerance under Akbar's rule.</p> <p>The key principles of the Din-i-Ilahi and how this differed from previous religious policies.</p> <p>The abolition of the jizya tax on non-Muslims.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Activity – match the key aspects of each religion with the name.</li> <li>• Introduce the key principles of the Din-i-Ilahi</li> <li>• Writing – create a blog about Akbar and how his religious tolerance impacted on the Mughal empire.</li> <li>• Source Analysis – discussion of extracts from the court historian Abul Fazl.</li> <li>• Investigation – what were people's (Hindu, Muslim etc.) views of Akbar's religious policy?</li> </ul> <p><b>Outcome:</b> Learners to demonstrate a knowledge and understanding of the importance of religion within the Mughal Empire.</p>	<p><b>Video(s):</b> <a href="#">Akbar: The Muslim Monarch who Championed Religious Harmony</a></p> <p><b>Image(s):</b> <a href="#">Akbar holding a religious assembly</a></p> <p><a href="#">Akbar and Abul Fazl</a></p> <p><b>Website(s):</b> <a href="#">Quotes from Abu'l-Fazl ibn Mubarak citáty</a></p> <p><a href="#">Summary of Akbar's Religious Policy</a></p>	2 hours

	<p>Aabar's marriage to a Hindu princess.</p> <p>The appointment of Hindu's and people of other faiths to high-ranking positions.</p> <p>The establishment of the Ibadat Khana.</p> <p>The short- and long-term impact of religious tolerance on the empire.</p>	<p><b>Advanced activity:</b> Sort consequences of religious tolerance into long and short term. Make links between consequences and justify reasoning.</p> <p><b>Advanced outcome:</b> Learners to be able to identify long and short-term consequences of religious tolerance.</p>		
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3.4.3 Expansion and stability under Jahangir, 1605-1627				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the influence of his chief consort, Nur Jahan, including:           <ul style="list-style-type: none"> <li>Nur Jahan's background and rise to power</li> <li>her role in administration and decision-making.</li> </ul> </li> </ul>	<p>Nur Jahan's background and rise to power as chief consort.</p> <p>Her role as one of the most powerful women in Mughal history.</p> <p>Her administrative role including</p> <ul style="list-style-type: none"> <li>the handling of imperial decrees</li> <li>imperial trade routes</li> <li>her political influence</li> <li>her cultural patronage.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Discussion – what challenges did women face in Mughal India?</li> <li>Timeline – place significant events in Nur Jahan's life into chronological order.</li> <li>Summarise Nur Jahan's administrative role.</li> <li>Source work – evaluate a number of Image(s) and writings about Nur Jahan, including her role within the Mughal court.</li> <li>Debate – Was Nur Jahan a positive influence on the Mughal court?</li> </ul> <p><b>Outcome:</b> Learners to consider the role of women within the Mughal Empire and evaluate the influence of Nur Jahan.</p> <p><b>Advanced activity:</b> Compare and contrast the role of Nur Jahan to other Mughal women.</p> <p><b>Advanced outcome:</b> Learners to draw conclusion as to the role of Nur Jahan and her contribution to the Mughal Empire.</p>	<p><b>Books(s):</b>  <a href="#">OCR GCSE History</a>  <a href="#">SHP: The Mughal Empire 1526-1707</a></p> <p><b>Image(s):</b>  <a href="#">Idealised portrait of Nur Jahan</a>  <a href="#">Portrait of Nur Jahan holding an image of Jahangir</a>  <a href="#">Jahangir</a>  <a href="#">Coin with Nur Jahan name</a></p> <p><b>Video(s):</b>  <a href="#">Women in Mughal India</a>  <a href="#">Power and Betrayal: Mughal Empress Nur Jahan's untold story</a></p> <p><b>Podcast(s):</b>  <a href="#">Nur Jahan: The most powerful Mughal Woman</a></p>	2 hours

			<b>Article(s):</b> <a href="#">The Mughal Queen who became a feminist icon</a> <a href="#">BBC News</a>	
<ul style="list-style-type: none"> <li>• the developing Mughal economy and Mughal society, including:           <ul style="list-style-type: none"> <li>• trade with Europe and solutions to trading problems</li> <li>• urban and rural society, the middle classes, women and merchants.</li> </ul> </li> </ul>	<p>The importance of Mughal exports such as textiles, spices, dye and precious stones.</p> <p>The development of trade with Europe, including the Portuguese, Dutch and British.</p> <p>Trading problems faced and the solutions, such as collaborating with European traders and encouraging investment.</p> <p>The differences between urban and rural society.</p> <p>The role of merchants and guilds.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Map work – highlight the main Mughal trade routes and ports.</li> <li>• List items traded and identify their value to the Mughal Empire.</li> <li>• Identify trading problems such as monopolies and piracy. Suggest possible solutions before comparing these to the Mughal solutions.</li> <li>• Trade simulation – Mughal traders and European merchants.</li> <li>• Compare and contrast urban and rural society.</li> <li>• Summarise the role of merchants and guilds.</li> </ul> <p><b>Outcome:</b> Learners to demonstrate that they understand the main developments in Mughal society and the impact that these had.</p> <p><b>Advanced activity:</b> Debate – Urban vs rural life.</p> <p><b>Advanced outcome:</b> Learners to evaluate whether urban or rural life was better.</p>	<p><b>Book(s):</b> <a href="#">OCR GCSE History</a> <a href="#">SHP: The Mughal Empire 1526 – 1707</a></p> <p>A <i>Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><b>Website(s):</b> <a href="#">Vaia – The Mughal Economy</a></p> <p><b>Image(s):</b> <a href="#">Thomas Roe of the East India Company being received by Jahangir</a></p> <p><a href="#">Map Mughal trade routes</a></p> <p><a href="#">Trade Routes of the Mughal Empire</a></p> <p><b>Articles(s):</b> <a href="#">The Mughal Social Structure</a></p>	2 hours

<ul style="list-style-type: none"> <li>• the patronage of the arts, including:           <ul style="list-style-type: none"> <li>• the development of new artistic themes such as symbolism, nature and portraits as a result of European influences</li> <li>• the development of the Mughal miniature.</li> </ul> </li> </ul>	<p>The theme of nature in Mughal art.</p> <p>The importance and development of the Mughal miniature.</p> <p>Symbolism in art.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion – what are the arts and why are they important?</li> <li>• Summarise why the arts developed under Jahangir</li> <li>• Compare and contrast artistic themes before and during Jahangir's rule.</li> <li>• Source work – analysis of a number of Mughal miniatures including the main themes, symbolism and influences.</li> </ul> <p><b>Outcome:</b> Learners to demonstrate a knowledge and understanding of the importance of the arts and their influences.</p> <p><b>Advanced activity:</b> Research one Mughal artist, for example Ustad Mansur or Abdul Hasan, and assess their contribution to the arts.</p> <p><b>Advanced outcome:</b> Learners to develop knowledge of famous Mughal artists.</p>	<p><b>Book(s):</b> <i>Jahangir, an Intimate Portrait of a Great Mughal</i>, Sharma &amp; Parvati, Juggernaut Books, 2018</p> <p><b>Article(s):</b> <a href="#">A Historical Study of Mughal Miniature Paintings During Jahangir's reign</a></p> <p><b>Image(s):</b> <a href="#">Durbar Scene of Jahangir</a></p> <p><a href="#">Jahangir Preferring Sufi Shaikh to Kings</a></p> <p><a href="#">Darbar of Jahangir</a></p> <p><b>Video(s):</b> <a href="#">Exploring colour in Mughal paintings</a></p> <p><b>Website(s):</b> <a href="#">The Arts of the Mughal Empire</a></p>	<p>2 hours</p>
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3.4.4 The rule of Shah Jahan, 1627-1657				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the nature of Shah Jahan's rule, including:           <ul style="list-style-type: none"> <li>the luxury of his court and opulent lifestyle</li> <li>the impact of crop failures on the living conditions of people.</li> </ul> </li> </ul>	<p>Shah Jahan's display of wealth such as the luxurious court.</p> <p>The impact of crop failures and heavy taxation.</p> <p>The difference in lifestyle between the emperor and his people.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Look at an image of the Taj Mahal. Consider what this tells us about Shah Jahan.</li> <li>Create a fact file about the life of Shah Jahan.</li> <li>Source work – compare Shah Jahan's luxurious lifestyle with that of the rest of the population.</li> <li>Summarise crop failures and the impact this had on living conditions.</li> <li>Discussion – How may Shah Jahan's subjects have felt about the differences in lifestyle?</li> </ul> <p><b>Outcome:</b> Learners are to demonstrate a knowledge and understanding of the differences between Shah Jahan's lifestyle and that of his subjects.</p> <p><b>Advanced activity:</b></p> <ul style="list-style-type: none"> <li>Discuss what makes a good ruler.</li> <li>Gather evidence to support the interpretation that Shah Jahan was a good and/ or bad ruler.</li> </ul> <p><b>Advanced outcome:</b> Learners to evaluate whether Shah Jahan was a good ruler.</p>	<p><b>Book(s):</b></p> <p><a href="#">OCR GCSE History</a>  <a href="#">SHP: The Mughal Empire 1526 – 1707</a></p> <p><a href="#">Shah Jahan, the rise and fall of the Mughal Empire</a></p> <p><b>Video(s):</b></p> <p><a href="#">Shah Jahan: The Ruler of the World</a></p> <p><a href="#">Shah Jahan</a></p> <p><a href="#">The Taj Mahal</a></p> <p><b>Image(s):</b></p> <p><a href="#">Shah Jahan</a></p>	2 hours

<ul style="list-style-type: none"> <li>• cultural and architectural achievements, including:           <ul style="list-style-type: none"> <li>• the impact of religious tolerance and building of religious harmony</li> <li>• the main developments in Mughal art and architecture including the Taj Mahal and the City of Delhi.</li> </ul> </li> </ul>	<p>The blend of Persian, Indian and Islamic influences in architecture.</p> <p>The reasoning for the building of the Taj Mahal, its design and importance.</p> <p>The development of the City of Delhi including the Red Fort.</p> <p>Ways in which architecture promoted religious harmony.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion – what makes a great civilisation?</li> <li>• Learners to look at examples of Mughal architecture. They are to consider its purpose, artistic influence, importance and symbolism.</li> <li>• Investigation – the Taj Mahal and the Red Fort.</li> <li>• Discussion – how did Shah Jahan promote religious harmony?</li> </ul> <p><b>Outcome:</b> Learners to evaluate the main developments in architecture and consider the impact of religious harmony.</p> <p><b>Advanced activity:</b> Identify symbolism within architecture that symbolise cultural unity such as the use of Islamic vision and Indian craftsmanship in the Taj Mahal.</p> <p><b>Advanced outcome:</b> Learners to evaluate the ways in which architecture promoted religious harmony.</p>	<p><b>Book(s):</b>  <a href="#">OCR GCSE History SHP: The Mughal Empire 1526 – 1707</a>    <a href="#">Shah Jahan, the rise and fall of the Mughal Empire</a></p> <p><b>Video(s):</b>  <a href="#">The Story of the Taj Mahal for Kids</a>    <a href="#">Grand Structures: The Red Fort Story</a>    <a href="#">Who was Shah Jahan?</a></p>	2 hours
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<ul style="list-style-type: none"> <li>• the extension and continuation of the empire, including:           <ul style="list-style-type: none"> <li>• the wars to extend the empire between 1629 and 1653</li> <li>• the impact on the empire of the wars of succession between Dara Shikoh and Aurangzeb.</li> </ul> </li> </ul>	<p>Shah Jahan's desire to extend the empire.</p> <p>Kandahar campaigns against the Safavids.</p> <p>Expansion into the Deccan and Southern India.</p> <p>Attempts to control Afghanistan and Central Asia.</p> <p>Reasons for the wars of succession.</p> <p>The conflict between Dara Shikoh, Aurangzeb, Murad Baksh and Shah Shuja.</p> <p>The results and consequences of the wars of succession including instability and economic drain.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion – why did Shah Jahan wish to extend the Mughal Empire?</li> <li>• Map work – identify key areas of expansion during the rule of Shah Jahan.</li> <li>• Timeline – place key events in Shah Jahan's life in chronological order.</li> <li>• Look at the Mughal family tree. Evaluate why there may be problems of succession.</li> <li>• Create a campaign for one of the potential successors outlining why they are suitable to rule.</li> <li>• Debate – Who should rule after Shah Jahan? Groups should represent Dara Shikoh or Aurangzeb.</li> </ul> <p><b>Outcome:</b> Learners to demonstrate an understanding of Shah Jahan as an expansionist ruler in addition to a patron of arts and architecture.</p> <p><b>Advanced activity:</b> Write a blog to outline the wars of succession including their long and short-term impact on the empire.</p> <p><b>Advanced outcome:</b> Learners to demonstrate a developed understanding of the impact of the wars of succession on the stability of the empire.</p>	<p><b>Book(s):</b> <i>A Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><a href="#">Shah Jahan, the rise and fall of the Mughal Empire</a></p> <p><b>Video(s):</b> <a href="#">Aurangzeb: The Mughal Emperor</a></p> <p><a href="#">The Childhood Trials! Aurangzeb and Dara Shikoh Part 1</a></p> <p><a href="#">The Childhood Trials! Aurangzeb and Dara Shikoh Part 2</a></p>	<p>3 hours</p>
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3.4.5 Aurangzeb and the end of the Mughal Empire, 1657-1707				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the impact of Aurangzeb's religious piety, including:           <ul style="list-style-type: none"> <li>his early actions as ruler, resolution of family conflict and personal lifestyle</li> <li>the complete imposition of Sharia law and the suppression of other religions.</li> </ul> </li> </ul>	<p>Aurangzeb's religious beliefs.</p> <p>His rise to power and wars of succession.</p> <p>His personal austere lifestyle.</p> <p>Comparisons between Aurangzeb and previous Mughal leaders' religious views.</p> <p>The impact of Sharia Law.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Summarise Aurangzeb's rise to power and early actions as ruler.</li> <li>Investigation - Sharia Law. What was this? What were the main features? Why did Aurangzeb follow this policy? How were non-Muslims affected?</li> <li>Source evaluation – what do contemporaries and historians say about Aurangzeb?</li> </ul> <p><b>Outcome:</b> Learners to demonstrate a knowledge and understanding of Aurangzeb's religious views and his methods of rule.</p> <p><b>Advanced activity:</b> In what ways was Aurangzeb's rule different from other Mughal leaders?</p> <p><b>Advanced outcome:</b> Learners to consider the impact of Sharia Law and how this has led to Aurangzeb being called a tyrant.</p>	<p><b>Book(s):</b> <i>Aurangzeb: The life and legacy of India's most Controversial King</i>, Audrey Truschke, Stanford University Press, 2017</p> <p><b>Website(s):</b> <a href="#">The Rule of Aurangzeb - BBC Bitesize</a></p> <p><a href="#">Role of Aurangzeb's Policies in the Fall of the Mughal Empire</a></p> <p><a href="#">BBC Bitesize Sacred Writings</a></p> <p><b>Video(s):</b> <a href="#">Aurangzeb: The Mughal Emperor</a></p> <p><b>Article(s):</b> <a href="#">Aurangzeb and Islamic Rule in India</a></p>	2 hours

<ul style="list-style-type: none"> <li>• the attempts at strengthening the empire including:           <ul style="list-style-type: none"> <li>• methods of control in the north and south through administrative reform, reactions to rebellions and military campaigns.</li> <li>• the threats facing Aurangzeb by regional revolts and breakaway states from 1668.</li> </ul> </li> </ul>	<p>Aurangzeb's administrative policies, including bureaucracy and revenue generation.</p> <p>Different methods of keeping control in the northern and southern regions.</p> <p>Regional threats to the empire and Aurangzeb's response.</p> <p>The impact of breakaway states.</p> <p>The long-term effects of revolts on the stability of the Mughal Empire.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Timeline – learners to place key events from Aurangzeb's rule in chronological order.</li> <li>• Rebellions – Maratha, Rajput, Deccan Sultanates and Sikh. Groups to investigate and present information.</li> <li>• Discussion – What was the impact of breakaway states?</li> <li>• Debate – Which breakaway state posed the biggest threat, Marathas, Rajput's or Sikh?</li> <li>• Debate – Aurangzeb was a good / bad leader?</li> </ul> <p><b>Outcome:</b> Learners are to evaluate Aurangzeb's attempts to strengthen the empire and draw conclusions as to their effectiveness.</p> <p><b>Advanced activity:</b> Learners to evaluate each of Aurangzeb's policies to determine if they were effective in the long and short term in maintaining the Mughal Empire.</p> <p><b>Advanced outcome:</b> Learners to draw balanced conclusions on the effectiveness of Aurangzeb as a ruler.</p>	<p><b>Book(s):</b> <i>A Short History of the Mughal Empire</i>, M. Fisher, Bloomsbury Academic, 2018</p> <p><i>Aurangzeb: The life and legacy of India's most Controversial King</i>, Audrey Truschke, Stanford University Press, 2017</p> <p><b>Website(s):</b> <a href="#">Administrative Reforms of Aurangzeb</a> <a href="#">Timeline of Aurangzeb's life</a> <a href="#">BBC Bitesize – The Rule of Aurangzeb</a></p> <p><b>Video(s):</b> <a href="#">The Mughal Empire and Historical Reputation</a></p> <p><a href="#">Aurangzeb the Mughal Emperor</a></p> <p><b>Article(s):</b> <a href="#">Revolts Against Aurangzeb</a></p>	<p>3 hours</p>
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<ul style="list-style-type: none"> <li>• the causes of Mughal decline, including:           <ul style="list-style-type: none"> <li>• the consequences of the campaigns against the Marathas in the Deccan from 1681</li> <li>• the condition of the empire on Aurangzeb's death.</li> </ul> </li> </ul>	<p>The impact of the campaigns against the Marathas including military problems, economic drain and political instability.</p> <p>The tactics used by the Marathas.</p> <p>The death of Aurangzeb.</p> <p>The state of the Mughal empire in 1707.</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Source work – look at several interpretations on the strength of the Mughal Empire on the death of Aurangzeb.</li> <li>• Summarise the campaigns in the Deccan.</li> <li>• Debate – Was Aurangzeb responsible for the decline of the Mughal Empire?</li> <li>• Compare and contrast Aurangzeb's success with other Mughal leaders.</li> </ul> <p><b>Outcome:</b> Learners to evaluate the reasons for the decline of the Mughal Empire.</p> <p><b>Advanced activity:</b> Writing – Why did the Mughal Empire decline from 1707?</p> <p><b>Advanced outcome:</b> Learners to consider long and short-term causes for the decline of the Mughal Empire.</p>	<p><b>Book(s):</b>  <a href="#">OCR GCSE History SHP: The Mughal Empire 1526 – 1707</a></p> <p><i>Aurangzeb: The life and legacy of India's most Controversial King</i>, Audrey Truschke, Stanford University Press, 2017</p> <p><b>Video(s):</b>  <a href="#">The Mughal Empire and Historical Reputation - Crash Course History</a></p> <p><a href="#">Aurangzeb and his Deccan Policy</a></p>	2 hours
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	Digital visit – The Taj Mahal <a href="https://artsandculture.google.com/story/taj-mahal-a-tour-from-the-top/zAUxtGbI2DyODQ?hl=en">https://artsandculture.google.com/story/taj-mahal-a-tour-from-the-top/zAUxtGbI2DyODQ?hl=en</a>
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	Unit 3.4 - The study of Akbar's divine faith and policies allows for learners to reflect on the attitudes of others towards tolerance, including self-reflection.  Unit 3.5 - The study of Aurangzeb's Sharia Law allows learners to reflect on the ways in which religion can impact nations.
engage in collaborative working	Throughout each section of the scheme of learning there are opportunities for collaborative working.

**Opportunities for embedding elements of the Curriculum for Wales**  
**Option 3.4 Early Modern: The Mughal Empire, c.1526 – c.1707**

<b>Curriculum for Wales Strands</b> <b>Cross-cutting Themes</b>	
Local, National & International Contexts	<p><b>Unit 3</b> provides centres with six different historical topics relating to world history. The optional topics provide opportunities to enhance learners' understanding of the world and the diverse experiences of its peoples. Options allow for the study of marginalised regions of the world, the histories of dispossessed peoples and forgotten empires, especially of the global South.</p> <p>Option 3.4 The Mughal Empire, c.1526 – c.1707 allows centres and learners to explore early modern history within South Asia. Learners have the opportunity to look at the expansion of an empire, including the challenges faced, changing policies and benefits.</p>
Human Rights Education and Diversity	<p>There are opportunities for learners to consider the rights of citizens within a growing empire. Learners can also examine the differences between class structures and roles within the Mughal Empire. Learners will develop an understanding of how an empire deals with religious diversity and the impact this has on the people.</p>
Careers and Work-Related Experiences	<p>The Curriculum for Wales notes that learners should explore careers past, present and future. Learners should explore careers of the past and why they no longer exist and reflect upon the factors that may influence and shape careers in the future.</p> <p>In this unit, learners can develop an understanding of past roles within an empire including officials and the role of women.</p>

### Cross-curricular Skills - Literacy

There are many opportunities to include literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how literacy can be embedded into teaching and learning for GCSE History.

	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
Listening	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners are encouraged to debate and respond to the views of others.</li> <li>• Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.</li> <li>• Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.</li> <li>• Learners have the opportunity to share and respond to peer presentations.</li> </ul>
Reading	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources, focusing on the interpretation they give on events.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.</li> <li>• Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.</li> <li>• Comparing and contrasting the content of historical sources.</li> <li>• Assessing the reliability and accuracy of the text to develop the skill of critical reading.</li> </ul>

	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
Speaking	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Debating the most important reason why an event happened.</li><li>• Asking questions for clarification and development of understanding.</li><li>• Learners can develop speaking skills through group and pair work.</li></ul>
	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
Writing	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Role modelling of answers through teacher, peer and self-assessment activities.</li><li>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.</li></ul>

### Cross-curricular Skills - Numeracy

There are many opportunities to include numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how numeracy can be embedded into teaching and learning for GCSE History.

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse maps, structures and artifacts.</li> <li>• Learners can then analyse land division and urban planning.</li> <li>• There are opportunities to analyse military strategies and fortifications.</li> </ul>
<p>Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions</p>	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.</li> <li>• Secondary material such as graphs and charts can be interpreted.</li> <li>• There are opportunities for learners to create their own numerical representations of data gathered.</li> </ul>

### Cross-curricular Skills - Digital Competence

There are many opportunities to include digital competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how digital competence can be embedded into teaching and learning for GCSE History.

	<b>Citizenship</b>	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
	<b>Example</b>	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.
	<b>Interacting and Collaborating</b>	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	<b>Example</b>	In groups, learners could research and present a topic to introduce an area of study.
	<b>Producing</b>	Learners have opportunities to research a variety of sources digitally.
	<b>Example</b>	<ul style="list-style-type: none"> <li>• Use of national and international archives to find source materials that link to the area of study.</li> </ul>

	<b>Integral Skills</b>
Creativity and Innovation	<p>There are many opportunities to include creativity and innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.</li> <li>• Learners have opportunities to be creative and innovative when presenting information and findings.</li> </ul>
Critical Thinking and Problem Solving	<p>There are many opportunities to include critical thinking and problem solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.</li> <li>• Learners will develop their ability to see issues from multiple viewpoints.</li> <li>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.</li> <li>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.</li> <li>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.</li> </ul>

Planning and Organisation	<p>There are many opportunities to include planning and organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>Learners will have opportunities to plan and then complete their response to an enquiry question.</li></ul>
Personal Effectiveness	<p>There are many opportunities to include personal effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.</li><li>Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.</li><li>Collaborating on a research task or presentation.</li><li>Developing resilience through the revision and remodelling of answers.</li><li>There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.</li></ul>

## Glossary for Option 3.4 The Mughal Empire, c.1526 – c.1707

Term	Definition
Conquest	Gaining control over people from another country.
Deccan	An area in South India.
Exile	Being barred from your home country.
Imperial Camps	Temporary military camps.
Marathas	A warrior group that originated in the Deccan Plateau.
Mughal Empire	An empire in the Indian subcontinent from the 16 <sup>th</sup> to the 19 <sup>th</sup> century.
Mughal Miniatures	Paintings.
Patronage	Encouraging or financing in areas such as the arts.
Piety	A deep commitment to a religion.
Sharia Law	Laws based on Islamic teachings.
Symbolism	The use of symbols to represent ideas or concepts.
Taj Mahal	Building built by Shah Jahan in memory of his wife.