



The Sutton Academy

# Knowledge Rich Curriculum Plan

Humanities – History

Year 7



History Year 7	EQ1 – How significant was the impact of migration on the British Isles prior to 1066 Disciplinary focus: significance		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 1:</b> How did the arrival of the Anglo-Saxons impact the British Isles?	<ul style="list-style-type: none"> <li>The Saxons invaded and settled in what would become known as England after around 450AD.</li> <li>The Anglo Saxons were Pagan but adopted Christianity, it became the religion of England henceforth.</li> <li>The Anglo-Saxons established a group called the Witan which advised the King.</li> <li>Anglo-Saxons impacted culture within the British isles such as clothing, burials and trade.</li> </ul>	<p><b>Culture</b> – the ideas, traditions or behaviours of a certain group.</p> <p><b>Migration</b> – movement from one country to another.</p>	<ul style="list-style-type: none"> <li>Kings rule kingdoms.</li> </ul>
<b>Lesson 2:</b> Who were the Vikings and how did they transform the British Isles after 793AD?	<ul style="list-style-type: none"> <li>The Vikings came from Scandinavia (Norway, Denmark and Sweden).</li> <li>The Vikings first came to the British Isles to raid. The Vikings knew that Britain was wealthy as they had been trading with them for hundreds of years.</li> <li>The first Viking attack on the British Isles was the raid on Lindisfarne in 793 AD.</li> <li>The Vikings established the North Sea Empire.</li> <li>The Vikings formed Danelaw and introduced new words like 'Thursday'.</li> </ul>	<p><b>Raid</b> – to attack somewhere and steal goods.</p> <p><b>Empire</b> – a group of countries controlled by one leader.</p>	<ul style="list-style-type: none"> <li>The Anglo-Saxons settled in England after 450AD.</li> <li>The Anglo-Saxons established strong trade links.</li> </ul>
<b>Lesson 3: Historical skills</b>	<ul style="list-style-type: none"> <li>Students will learn how to structure an explain question using the 'what-how-why' format. (What is the answer? How do you know? Why is that significant?)</li> <li>Students will learn how to form a judgement and write a conclusion</li> </ul>	<p><b>Significance</b> – the importance of something immediately and into the future.</p> <p><b>Conclusion</b> – a decision based on available evidence.</p>	<ul style="list-style-type: none"> <li>The Anglo-Saxons changed Britain's religion, culture and trade customs.</li> <li>The Vikings came to Britain to raid and introduced changes such as the North Sea Empire, Danelaw and language.</li> </ul>
<b>Lesson 4:</b> How significant was the reign of Edward the Confessor for the future of the British Isles?	<ul style="list-style-type: none"> <li>Edward the Confessor was Harthacnut's half-brother and became King after his death.</li> <li>Edward was an Anglo-Saxon and spent much of his life in Normandy during Viking rule.</li> <li>Edward married but had no heir.</li> </ul>	<p><b>Heir</b> – the child of a King or Queen who becomes king/queen when they die.</p>	<ul style="list-style-type: none"> <li>Vikings raided the British Isles and controlled them from 1013-1042.</li> <li>The Anglo-Saxons ruled England before the Vikings.</li> </ul>

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Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
		Succession – the process of inheriting the throne after the king/queen dies.	
<b>Lesson 4:</b> How significant was the impact of migration on the British Isles prior to 1066?	<ul style="list-style-type: none"> <li>Students will consolidate learning through an extended evaluative written piece.</li> </ul>		<ul style="list-style-type: none"> <li>The impact of the Anglo-Saxons on the British Isles.</li> <li>The impact of the Vikings on the British Isles.</li> </ul>

History Year 7	EQ2: How much did the Normans change England after 1066? Disciplinary concept: Change and Continuity		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 1:</b> How did the Normans take control of England in 1066?	<ul style="list-style-type: none"> <li>There were 3 claimants to the throne in 1066 – Harold Godwinson, Harald Hardrada and William Duke of Normandy.</li> <li>Harold Godwinson was crowned King of England by the Witan in January 1066</li> <li>3 battles were fought for the English throne.</li> <li>William Duke of Normandy won at the Battle of Hastings and was crowned King.</li> </ul>	Claimant – someone who claims to have a right to something.	<ul style="list-style-type: none"> <li>Edward the Confessor died with no heir.</li> <li>There was a succession crisis in 1066</li> </ul>

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Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 2:</b> How did the Normans control England through fear?	<ul style="list-style-type: none"> <li>There was much opposition to William's reign in England as the Anglo-Saxons wanted an Anglo-Saxon King (Godwinson).</li> <li>William was crowned King on Christmas Day 1066 and became known as William the Conqueror.</li> <li>The Normans violently squashed rebellions to maintain control of England – for example, the Harrying of the North (1069-1070)</li> </ul>	<p><b>Conqueror</b> – someone who is victorious in battle.</p> <p><b>Coronation</b>- the ceremony of crowning a king or a queen</p>	<ul style="list-style-type: none"> <li>Harold Godwinson was the Anglo-Saxon claimant to the throne.</li> <li>William Duke of Normandy was victorious at the Battle of Hastings.</li> </ul>
<b>Lesson 3:</b> What changes did the Normans bring to England?	<ul style="list-style-type: none"> <li>The Normans introduced 10,000 new words to the English language e.g. army and tax.</li> <li>Normans knocked down Anglo-Saxon cathedrals and replaced them with grander, more colourful Norman cathedrals.</li> <li>Normans built Motte and Bailey castles to spy on the English people</li> <li>Students will utilise sources to understand the impact of these changes on England.</li> </ul>	<p><b>Motte and Bailey</b> – a raised castle used to spy</p> <p><b>Tax</b> – money paid to the king/queen</p>	<ul style="list-style-type: none"> <li>The Normans brutally asserted their authority over England.</li> </ul>
<b>Lesson 4:</b> How did the role of women change in Norman England?	<ul style="list-style-type: none"> <li>Anglo-Saxon noble women widowed at the Battle of Hastings were forced to marry Normans and surrender their land to them.</li> <li>Many women feared Norman men so sought refuge in monasteries.</li> <li>Women's status was reduced to that of an infant in Norman England.</li> <li>Students will study historian Octavia Randolph's interpretation of the impact the Normans had on women's lives.</li> </ul>	<p><b>Patriarchal</b> – a society where men hold the power.</p>	<ul style="list-style-type: none"> <li>The Normans ended Anglo-Saxon rule after the Battle of Hastings.</li> <li>The Normans made significant changes to England.</li> </ul>
<b>Lesson 5:</b> Historical skills	<ul style="list-style-type: none"> <li>Students will learn how to approach a 'how far do you agree?' question using the what-how-why structure.</li> <li>Students will study an interpretation from historian Octavia Randolph to develop their interpretation skills through the lens of change and continuity.</li> </ul>	<p><b>Interpretation</b> – a historian's opinion of the past based on evidence.</p>	<ul style="list-style-type: none"> <li>The Normans made significant changes to England.</li> <li>The Normans took women's rights away from them.</li> </ul>
<b>Lesson 6:</b> What significance did the Feudal System and Domesday Book have on England?	<ul style="list-style-type: none"> <li>The Normans introduced the Feudal system to England.</li> <li>Peasants were at the bottom of the Feudal system and were illiterate.</li> <li>William the Conqueror ordered the Domesday Book to be created which documented where everybody lived and how much money they had.</li> <li>The Domesday Book made the tax system more effective to raise funds to stop a Viking invasion.</li> </ul>	<p><b>Hierarchy</b> – a system in which people are ranked depending on their social status.</p>	<ul style="list-style-type: none"> <li>The Vikings had invaded and ruled England before the reigns of Edward the Confessor and William the Conqueror.</li> </ul>

History Year 7	EQ2: How much did the Normans change England after 1066? Disciplinary concept: Change and Continuity		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
		<b>Peasant</b> – a farmer who does not own the land they live on.	
<b>Lesson 7:</b> How much did the Normans change England after 1066?	<ul style="list-style-type: none"> <li>Students will consolidate learning through producing an extended written response focused on the concept of continuity and change.</li> </ul>		<ul style="list-style-type: none"> <li>The changes which the Normans made to England after 1066.</li> </ul>

History Year 7	EQ3: What motivated people to fight in the Crusades? Second order concept: Cause and Consequence		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 1:</b> What was the significance of Medieval Jerusalem?	<ul style="list-style-type: none"> <li>Religion was at the centre of life during the Medieval Era</li> <li>The Holy Land was the land sacred to Muslims, Christians and Jews</li> <li>The Holy Land was sacred to Muslims as they believe that is where Muhammed ascended to heaven.</li> <li>The Holy Land was sacred to Christians as it is where Jesus is believed to have lived and died.</li> </ul>	<b>Medieval</b> – in the middle of.  <b>Holy Land</b> – the land sacred to Christians, Muslims and Jews.	<ul style="list-style-type: none"> <li>England and France were Christian countries.</li> </ul>

History Year 7	EQ3: What motivated people to fight in the Crusades? Second order concept: Cause and Consequence		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 2:</b> What motivated people to fight in the Crusades?	<ul style="list-style-type: none"> <li>Religious motives for the Crusades – the Pope promised people forgiveness of their sins which meant they would go to Heaven.</li> <li>Personal motives – Crusaders wanted to be seen as brave so joined the Crusades.</li> <li>Economic motives – Primogeniture motivated younger brothers to join the Crusades to take wealth from the Holy Land.</li> </ul>	<p><b>Motive</b> – a reason for doing something</p> <p><b>Crusade</b> – a religious war to reclaim the Holy Land.</p>	<ul style="list-style-type: none"> <li>The Holy Land was sacred to Christians, Muslims and Jews.</li> </ul>
<b>Lesson 3:</b> How did religion motivate people to fight in the First Crusade?	<ul style="list-style-type: none"> <li>Pope Urban II told Christians to join the Crusades to reclaim the Holy Land from the Seljuk Turks.</li> <li>Peter the Hermit raised the People's Crusade and inspired others to join the Crusades.</li> </ul>	<p><b>Pilgrimage</b> – a religious journey</p> <p><b>Hermit</b>- someone who lives in solitude for religious reasons.</p>	<ul style="list-style-type: none"> <li>Pope Urban II promised the Crusaders forgiveness of their sins.</li> <li>The Seljuk Turks controlled medieval Jerusalem.</li> </ul>
<b>Lesson 4:</b> How did personal motives inspire people to join the Third Crusade?	<ul style="list-style-type: none"> <li>During the Third Crusade three powerful European leaders travelled to the Holy Land to reclaim it from Saladin (powerful Muslim leader)</li> <li>People wanted to fight alongside Richard the Lionheart because he was a chivalrous king.</li> <li>Richard the Lionheart and Saladin made a compromise, and the Muslims maintained control of Jerusalem whilst Christians were allowed to go to Jerusalem on pilgrimage.</li> </ul>	<p><b>Chivalry/ chivalrous</b> – showing honour or bravery like a knight.</p>	<ul style="list-style-type: none"> <li>Crusaders wanted to fight alongside powerful knights to be seen as brave.</li> </ul>

History Year 7	EQ3: What motivated people to fight in the Crusades? Second order concept: Cause and Consequence		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 5: Historical skills</b>	<ul style="list-style-type: none"> <li>Students will complete a knowledge check for the Crusades topic.</li> <li>Students will practise answering a 'how far do you agree?' evaluative question.</li> <li>Students will complete a source analysis question to improve source skills.</li> </ul>	<p><b>Evaluation</b> – making an informed decision about something based on the evidence given.</p> <p><b>Source</b> – Historical evidence from the past.</p>	<ul style="list-style-type: none"> <li>Students must know the different motives for the Crusades.</li> </ul>
<b>Lesson 6: How did economic motives inspire people to join the Fourth Crusade?</b>	<ul style="list-style-type: none"> <li>During the Fourth Crusade the Crusaders travelled by boats made by the Venetians.</li> <li>The Crusaders sacked Constantinople (a Christian city) whilst on Crusade and the Pope excommunicated them.</li> <li>The Crusaders did not achieve their aim of reaching the Holy Land as they were motivated to steal wealth.</li> </ul>	<p><b>Ex-communicate</b> – when someone is banned from participating in the Catholic Church.</p> <p><b>Sack</b> – to capture somewhere and steal its wealth.</p>	<ul style="list-style-type: none"> <li>The Crusaders were Christian</li> <li>The Pope was the leader of the Catholic Church.</li> <li>Economic motives inspired people to join the Crusades.</li> </ul>
<b>L7 – What motivated people to fight in the Crusades?</b>	<ul style="list-style-type: none"> <li>Students will consolidate learning through an extended written response about the causes of the Crusades.</li> </ul>		<ul style="list-style-type: none"> <li>The religious, personal and economic motives for the Crusades.</li> </ul>

History Year 7	EQ4: Who held the power in the Medieval World? Disciplinary concept: Evidence		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 1:</b> The Church: How did the Church threaten the power of the monarchy in the 12 <sup>th</sup> century?	<ul style="list-style-type: none"> <li>Doom Paintings showed illustrations of Heaven and Hell.</li> <li>Thomas Becket, Archbishop of Canterbury, was murdered by four knights after angering Henry II.</li> <li>Thomas Becket was made a Saint and Henry II walked barefoot to Canterbury whilst being whipped by monks to apologise.</li> </ul>	<p><b>Doom Painting</b> – a painting showing Heaven and Hell.</p> <p><b>Monarch</b> – a King or Queen</p>	<ul style="list-style-type: none"> <li>The King was at the top of the medieval hierarchy (feudal system)</li> <li>England was a Christian country.</li> </ul>
<b>Lesson 2:</b> The Barons: How did the Magna Carta limit the power of the King?	<ul style="list-style-type: none"> <li>The Barons hated King John because he raised very high taxes to fund unsuccessful wars.</li> <li>John lost lots of land and gained the nickname ‘Lackland’</li> <li>The Barons presented John the Magna Carta, a list of 63 demands, which limited the power of the monarch.</li> <li>Monarch could not increase tax without approval of the Barons</li> </ul>	<p><b>Baron</b> – a member of the nobility.</p> <p><b>Magna Carta</b> – a list of 63 demands which the monarch must follow.</p>	<ul style="list-style-type: none"> <li>The nobility was below the monarch on the medieval hierarchy (feudal system)</li> <li>Tax is money paid to the monarch.</li> </ul>
<b>Lesson 3:</b> The People: Why did the peasant’s revolt in 1381?	<ul style="list-style-type: none"> <li>The Black Death was a deadly pandemic which killed millions.</li> <li>The Statute of Labourer’s Act meant that peasants wages could not rise above what they were before the Black Death</li> <li>The Peasant’s Revolt was a response to the unfair treatment of peasants and calls for equality from people like John Ball (Priest).</li> <li>The Peasant’s Revolt did not achieve its aims in the short-term but did bring long-term change and democracy.</li> </ul>	<p><b>Revolt</b> – to take action against a ruler.</p>	<ul style="list-style-type: none"> <li>Peasants were at the bottom of the medieval hierarchy and had limited rights.</li> <li>The Church ex-communicated people who went against them.</li> </ul>
<b>Lesson 4:</b> Matilda and Eleanor of Aquitaine: Did women have any power in the medieval era?	<ul style="list-style-type: none"> <li>Medieval England was a patriarchal society where men held most of the power.</li> <li>Matilda of Flanders attempted to claim the throne as she was the rightful heir.</li> <li>Eleanor of Aquitaine became a very powerful figure in medieval England.</li> </ul>	<p><b>Patriarchal</b> – a society where men hold the power.</p>	<ul style="list-style-type: none"> <li>The Normans took women’s rights away from them after 1066.</li> </ul>



History Year 7	EQ4: Who held the power in the Medieval World? Disciplinary concept: Evidence		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
L5: Was homosexuality accepted in medieval England?	<ul style="list-style-type: none"> <li>Homosexuality as a term did not exist during the medieval period and it was not widely accepted.</li> <li>King Edward II had his 'favourites' during his reign who historians believe he was in romantic relationships with.</li> <li>Two of Edward's 'favourites' were executed.</li> </ul>	<b>Tolerance</b> – a willingness to accept people different than yourself.	<ul style="list-style-type: none"> <li>Despite being at the top of the medieval hierarchy, many people threatened the power of the monarch (barons, church, peasants).</li> </ul>
L6: Meanwhile elsewhere: Who was Mansa Musa and what is his legacy?	<ul style="list-style-type: none"> <li>Mansa Musa was the Emperor of the Mali Empire.</li> <li>He was remembered as the wealthiest man ever.</li> <li>Mansa Musa embarked on a famous Hajj which has been remembered through the Catalan Atlas.</li> </ul>	<b>Hajj</b> – Muslim pilgrimage to Mecca.	<ul style="list-style-type: none"> <li>An Empire is a group of countries under the control of one ruler.</li> <li>A pilgrimage is a religious journey.</li> </ul>
Lesson 7: Who held the power in the Medieval world?	<ul style="list-style-type: none"> <li>Students will consolidate learning through a series of source analysis questions.</li> </ul>		<ul style="list-style-type: none"> <li>The different groups who threatened the power of the monarchy during the medieval period.</li> <li>Source analysis skills.</li> </ul>

History Year 7	EQ5: How do historians perceive life in Tudor England? Disciplinary concept: Interpretations		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
Lesson 1: How did a Tudor become King of England.	<ul style="list-style-type: none"> <li>Henry VII claimed the English throne at the Battle of Bosworth, making him a usurper.</li> <li>Henry ended the War of the Roses by marrying Elizabeth of York and uniting the Houses of York and Lancaster.</li> <li>Pretenders attempted to claim Henry's throne.</li> </ul>	<b>Usurper</b> – someone who takes the crown by force.  <b>War of the Roses</b> – a series	<ul style="list-style-type: none"> <li>The English people opposed William the Conqueror when he won the Battle of Hastings.</li> </ul>

History Year 7	EQ5: How do historians perceive life in Tudor England? Disciplinary concept: Interpretations		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
		of wars for the English throne between the Houses of York and Lancaster.	
<b>Lesson 2:</b> How did Henry VIII change the Church	<ul style="list-style-type: none"> <li>Henry VIII married Catherine of Aragon.</li> <li>Henry wanted to divorce Catherine, but the Pope said no.</li> <li>Henry declared himself the Supreme Head of the Church in England and broke from Rome.</li> <li>Henry ordered the dissolution of the monasteries which led to an uprising called the Pilgrimage of Grace.</li> </ul>	<p><b>The English Reformation</b> - Changes to the church in the 16<sup>th</sup> century.</p> <p><b>Dissolution of the monasteries</b> - The action of breaking something down</p>	<ul style="list-style-type: none"> <li>England was a Christian country.</li> <li>The Pope was the leader of the Catholic church.</li> </ul>
<b>Lesson 4:</b> What was life like for minority groups in Tudor England?	<ul style="list-style-type: none"> <li>Black people lived in England as free people. John Blanke worked as a musician for Henry VIII and Henry was tolerant towards him.</li> <li>Henry VIII was not tolerant towards homosexuals due to different laws.</li> <li>People with disabilities were treated differently in the Tudor Era. Some went to hospital with horrible conditions and others were bought as fools.</li> </ul>	<b>Minority</b> - a small group of people, differing from the majority of the population.	<ul style="list-style-type: none"> <li>Tolerance is the acceptance of people different to yourself.</li> <li>Edward II's 'favourites' were brutally killed as homosexuality was not accepted in medieval England.</li> </ul>
<b>Lesson 5:</b> How dangerous was life during the mid-Tudor Crisis?	<ul style="list-style-type: none"> <li>Edward VI was protestant and held anti-Catholic views.</li> <li>Mary I was a strong Catholic who made England Catholic again.</li> <li>Mary gained the nickname 'Bloody Mary' for her brutal treatment of Protestants.</li> </ul>	<p><b>Catholic</b> - A member of the Christian Church following the Catholic denomination</p> <p><b>Protestant</b> - A member of the Christian Church</p>	<ul style="list-style-type: none"> <li>Henry VIII broke from the Catholic Church and started the Protestant Church of England.</li> </ul>

History Year 7	EQ5: How do historians perceive life in Tudor England? Disciplinary concept: Interpretations		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
		that is separate from Roman Catholicism with beliefs of the Reformation.	
Lesson 6 – How do historians perceive life in Tudor England?	<ul style="list-style-type: none"> <li>Students will consolidate their learning through a series of interpretation questions.</li> </ul>		<ul style="list-style-type: none"> <li>Students should understand the member of the Tudor dynasty and how they impacted England.</li> <li>Interpretation skills.</li> </ul>

History Year 7	EQ8: How much did Elizabethan England differ from Mughal India? Disciplinary concept: Similarity and difference		
Lesson/Learning Sequence	Intended Knowledge: Students will know that...	Tiered Vocabulary	Prior Knowledge: In order to know this, students need to already know that...
<b>Lesson 1:</b> Who was Elizabeth I and what was Elizabethan England like?	<ul style="list-style-type: none"> <li>Elizabeth came to the throne after her sister Mary I.</li> <li>Elizabeth created a middle way for religion with the Religious Settlement.</li> <li>Elizabethan England had the Great Chain of Being.</li> <li>England experienced a golden age for culture and exploration.</li> </ul>	<b>Golden Age – a time of great advancement</b>	<ul style="list-style-type: none"> <li>Elizabeth I was the daughter of Henry VIII and Anne Boleyn.</li> <li>The monarch was at the top of the medieval hierarchy.</li> </ul>
<b>Lesson 2:</b> What was Mughal India like?	<ul style="list-style-type: none"> <li>The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries</li> <li>The Mughals were Muslims who ruled a country with a large Hindi majority. Tolerance was shown towards them.</li> <li>The Mughals built buildings like the Taj Mahal and had a good education system.</li> </ul>	<b>Mughal Empire - A member of the Muslim dynasty of Indian emperors established by Baber in 1526.</b>	<ul style="list-style-type: none"> <li>A golden age is a time of great advancement.</li> <li>An Empire is a group of countries under the control of one monarch.</li> </ul>
<b>Lesson 3:</b> How similar was Elizabethan England and Mughal India?	<ul style="list-style-type: none"> <li>Mughal India and Elizabethan England had similarities like both had a golden age for culture: India had the Taj Mahal and England had the Globe Theatre.</li> <li>Mughal India and Elizabethan England had differences like England was ruled by a woman and India by a man. India was religiously tolerant, England was not.</li> </ul>	<b>Similarity - Something which is/appears to be the same</b>  <b>Difference - Something which is/appears to be different</b>	<ul style="list-style-type: none"> <li>Students will need to know that Elizabethan England went through a golden age, was ruled by a woman and there was religious tolerance.</li> <li>Students will need to know that the Mughals were Muslims who ruled a country with a large Hindi majority. Tolerance was shown towards them.</li> </ul>
<b>Lesson 4:</b> How much did Elizabethan England differ from Mughal India?	<ul style="list-style-type: none"> <li>Students will consolidate knowledge through answering a similarity and difference question.</li> </ul>		<ul style="list-style-type: none"> <li>The similarities and differences between Elizabethan England and Mughal India.</li> </ul>