

About the unit

This is a period study which looks in **overview** and **depth** at the key events, stories and developments in the **Early Modern Period 1450–1750**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as **The English Reformation, the Elizabethan Age** and **the English Civil War** alongside some less commonly studied topics such as **the Mughal Empire**.

The unfolding story of **church, state** and **society** is integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies** of a famous **palace** (Hampton Court) and a **country house** (Dyrham Park).

As in previous units there is a strong focus on developing students **extended writing** skills and the ability to interrogate and **use sources** to find out about the past.

It breaks naturally into **three parts**:

- 4.1 and 4.2 establish the **overview** of the period and introduce key changes
- 4.3–4.7 examine the Tudor century focusing on **political, religious** and **cultural change**
- 4.8–.12 focus on seventeenth century **political upheavals** and the beginnings of the **British Empire**.

Learning Outcomes

This period study will help your students to develop:

- an overview of the Early Modern period
- an awareness of the major themes of the period

- depth understanding of key moments, events and people
- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- how the Renaissance, the Reformation and the age of exploration and colonisation changed Europe and also changed England
- what mattered to Henry VIII through his long reign and how his search for an heir and need for money led to the English Reformation and the dissolution of the monasteries
- the key developments in Elizabeth's reign including the defeat of the Spanish Armada, the Elizabethan Poor Law, the activities of British privateers and explorers and the cultural developments
- the causes and development of the English Civil War
- the key features of the Mughal Empire between the fifteenth and eighteenth centuries, as a significant society beyond Europe.
- the forces that were leading to the growth of the British Empire including the founding of the East India Company

They will be able to:

- identify key features of the period
- identify changes taking place through the period
- identify causes and consequences of those changes
- form judgements about historical questions such as whether the Elizabethan Age was a Golden Age and support them with evidence

- understand how to write good paragraphs and how to structure essays and narrative accounts.

Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Act of Succession; Act of Supremacy; Act of Union; Aldermen; Ambassador; Anatomy; Apprentice; Architect; Armada; Astronomy; Barge; Cellar; Bear-baiting; Catholics; Catholics; Census; Chapel; Chivalry; Civil servant; Civil War; Civilisations; Colonise; Colonial powers; Colony; Coronation; Crucifix; Defender of the Faith; Diggers; Disembowelled; Dissection; Dynasty; Early Modern; East India Company; East Indies; Envoy; Excommunicated; Executed; Execution; Exile; Fire-ships; Genius; Gentlemen of the Privy Chamber; Glorious Revolution; Golden Age; Grammar school; Grand Remonstrance; 'Great Matter'; Guardian; Henry's Great Bible; Heretic; Illumination; Indulgences; Inventions; Investors; Jacobite Rebellion; Jousting; Legitimate; Levellers; Lord Protector; Lute; Madrasses; May Day; Merchants; Miniature paintings; Miniatures; Monasteries; Mosques; Mughal emperor; Mughal; Muskets; National Trust; Native Americans; Ninety-five Thesis; Nunneries; Parliamentarian; Personal rule; Petition of right; Pikes; Pillaged; Print press; Privy Chambers; Protestants; Puritan; Reformation; Renaissance; Republic; Restoration; Royal charter; Royalist; Scribes; Sculptor; Ship money; Slave trade; Slavery; Spice trade; Suckets; Sugar plantations; Taj Mahal; Tapestries; Trade routes; Trading post; Treason Act; Unemployment; Vagrants; Yeomen.

Assessment opportunities

It will give you plenty of evidence for your mixed bag of assessments.

Each enquiry leads to a major task which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the podcast task in 4.2 will test their knowledge of the Renaissance, the age of Exploration and the Reformation and
- their skill in understanding change and continuity and the factors causing change and continuity.

These end of unit assessments take various forms.

- The Henry VIII task (4.4) involves writing a clear and organised summary – it will assess both knowledge of Henry's reign and the issues facing him in different phases but also their ability to write an explanatory paragraph about each phase.
- The Elizabeth enquiry (4.6) explores the major events of and developments of Elizabeth's reign leading to an interpretations essay.
- The Mughal Empire enquiry (4.10) leads to a judgement essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p76–77)
- their ability to think in overview (pp78–79).
- their ability to use sources (pp106–07).
- their ability to identify and explain key features of a historical site (pp96–97, pp114–115)
- their ability to describe key features of a period (pp86–87, pp88–89)
- their understanding of causes and consequences (pp84–85, pp110–11)

There is also a half-termly assessment at the end of Lessons 4.2, 4.7 and 4.12.

Links to 2014 National Curriculum

Content knowledge:

The development of Church, state and society in Britain 1450-1750 and in particular:

- the Renaissance and Reformation in Europe
- the English Reformation
- the Elizabethan religious settlement and conflict with Catholics
- the first colony in America
- first contact with India
- the causes and events of the English civil wars
- society, economy and culture in the Elizabethan era.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

Links to prior learning in Understanding History

The study builds on

- their awareness of features of the Middle Ages and
- their understanding of change and continuity from the thematic study of water.

Links to future learning in Understanding History

This study builds on overview knowledge of Early Modern Britain introduced in the two thematic studies:

- the increasing connections between Europe and the new World exemplified in the study of London (Unit 3)
- their study of the main changes 1450–1550 (4.2) contrasts with the medieval world they studied in Unit 2
- their study of the Muslim world in Unit 2 is built on in their study of the Mughal emperors (4.10).

It also picks up and takes forward understanding of some of the key issues studied in the Middle Ages unit:

- the power of religion studied in 2.4 and 2.8
- the changing nature of royal power studied in 2.3 and 2.6 – leading to the trauma of Civil War and the execution of Charles I.

Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying:

AQA GCSE History	Elizabethan England, c1568–1603 or Restoration England, 1660–1685
Pearson Edexcel GCSE History	Henry VIII and his ministers, 1509–40
OCR B GCSE History	The Elizabethans, 1580–1603
OCR A GCSE History	Personal rule to restoration 1629–1660
WJEC/Eduqas GCSE History	The Elizabethan Age, 1558–1603

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

AQA GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	5	The reign of Elizabeth I (4.6)	Essays
	6	Site study: Dyrham Park (4.9)	Site essay
	7	The English Civil War (4.8)	Accounts
Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	6	Renaissance (4.2)	Utility of sources
	7a and b	Mary I (4.6)	Interpretation
	8	The reign of Elizabeth I (4.6)	Judgement
OCR B GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	9	Henry VIII (4.4)	Explain the causes
	10	Elizabethan England (4.6)	Usefulness of sources
	11	Elizabethan England (4.6)	Depth study essay
	12	The Mughal Empire (4.10)	Clear and organised summary

Lesson sequence

After the introductory overview lesson –

4.1 Big picture: The Early Modern period and 4.2 Enquiry: What changed, 1450–1550?

Followed by an early-unit half-termly assessment.

This unit breaks into two ‘stories’:

4.3–4.7 examine the Tudor century focusing on **political, religious and cultural change**:

4.3 Close-up: ‘The Ambassadors’, by Hans Holbein

4.4 Enquiry: What mattered to Henry VIII?

4.5 Site study: Hampton Court Palace – the power of Tudor monarchs

4.6 Enquiry: How far was Elizabethan England a ‘golden age’?

4.7 Close-up: The new theatres

Followed by a mid-unit half-termly assessment.

4.8–4.12 focus on seventeenth century **political upheavals** and the beginnings of the **British Empire**:

4.8 Enquiry: How can we explain the Civil War?

4.9 Site study: Dyrham Park – how the rich lived in the seventeenth century

4.10 Enquiry: Who was the greatest Mughal Emperor?

4.11 Close-up: The East India Company

It closes with a period review:

4.12 Period review: How would you sum up the Early Modern period, 1450–1750?

Followed by an end-unit half-termly assessment.

Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core 9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson 4.1 Big picture: The Early Modern period

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Understand when the Early Modern period took place Learn about the key events of the period 	<ul style="list-style-type: none"> Introducing the main events of the period Finding three examples of Europe becoming more connected with the outer world; three religious changes; writing two sentences to explain how the power of monarchy changed 	<ul style="list-style-type: none"> Act of Union Early Modern Reformation Glorious Revolution Jacobite Rebellion 	<ul style="list-style-type: none"> Lesson plan 4.1 Worksheet 4.1.1 Worksheet 4.1.2 Lesson presentation

Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

Four lesson enquiry on the main changes:

Lesson 4.2A Leonardo da Vinci			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the life and work of Leonardo da Vinci – a Renaissance man 	<ul style="list-style-type: none"> Discovering the achievements of Leonardo da Vinci Answering the podcast question: What made Leonardo da Vinci so remarkable? 	<ul style="list-style-type: none"> Anatomy Apprentice Architect Dissection Genius Inventions Sculptor 	<ul style="list-style-type: none"> Lesson plan 4.2A Worksheet 4.2A.1 Worksheet 4.2A.2 Lesson presentation

Lesson 4.2B The Renaissance			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what the Renaissance was and the changes it brought about Understand the impact of the printing press 	<ul style="list-style-type: none"> Considering aspects of change in this period Answering the podcast questions: What was the Renaissance and what did it change? And: What was a printing press and why was it such an important invention? 	<ul style="list-style-type: none"> Illumination Printing press Renaissance Scribes 	<ul style="list-style-type: none"> Lesson plan 4.2B Worksheet 4.2B Worksheet 4.2A.2 Lesson presentation

Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

Lesson 4.2C Connecting the world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the voyages of exploration undertaken by the Portuguese and Spanish 	<ul style="list-style-type: none"> Finding out about the voyages to answer the podcast question: How did the world become more connected in the period 1450–1550? Considering different perspectives on the voyages to answer the podcast question: What were the consequences for different parts of the world? 	<ul style="list-style-type: none"> Civilisations Colonise Merchants Slavery Spice trade Sugar plantations Trade routes Trading post 	<ul style="list-style-type: none"> Lesson plan 4.2C Worksheet 4.2C Worksheet 4.2A.2 Lesson presentation

Lesson 4.2D Reformation

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand details of how the Reformation happened and what it changed 	<ul style="list-style-type: none"> Understanding why Luther's ideas were so shocking and answering the podcast question: What was the Reformation? Learning about the spread of Luther's ideas to answer the podcast question: How did the Reformation happen? Finding out about what happened after Luther's 'Ninety-five Theses' and answering the podcast question: What were the consequences of the Reformation? 	<ul style="list-style-type: none"> Catholics Excommunicated Heretic Indulgences Ninety-five Thesis Protestants Reformation 	<ul style="list-style-type: none"> Lesson plan 4.2D Worksheet 4.2D.1 Worksheet 4.2D.2 Worksheet 4.2A.2 Lesson presentation Pearson Edexcel skill sheet 6

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Lesson 4.3 Close up: The Ambassadors

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that a painting can tell us about an artist's skill, and also about the period in which it was painted and the life of the painting's subject 	<ul style="list-style-type: none"> Examining and annotating the painting Writing thought bubbles to show what Jean de Dinteville would have been thinking in this period 	<ul style="list-style-type: none"> Ambassador Astronomy Coronation Crucifix Lute 	<ul style="list-style-type: none"> Lesson plan 4.3 Worksheet 4.3 Lesson presentation

Three-lesson enquiry on Henry VIII:

Lesson 4.4A The early years, 1509–25

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what mattered to Henry VIII in the first sixteen years of his reign 	<ul style="list-style-type: none"> Making notes to summarise what mattered to the king in this period Writing a more detailed and organised summary of what mattered to Henry during the early years of his reign 	<ul style="list-style-type: none"> Allies Chivalry Defender of the Faith Dynasty Gentlemen of the Privy Chamber Jousting 	<ul style="list-style-type: none"> Lesson plan 4.4A Worksheet 4.4A.1 Worksheet 4.4A.2 Lesson presentation

Lesson 4.4B The middle years, 1526–34

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the details of the king's 'Great Matter' Understand what mattered to Henry VIII in the middle years of his reign 	<ul style="list-style-type: none"> Creating a timeline about the events of the middle years of Henry's reign and what mattered to him Writing a long paragraph explaining how Henry made himself Head of the Church in England 	<ul style="list-style-type: none"> Act of Supremacy Act of Succession Disembowelled Envoy 'Great Matter' Legitimate Treason Act 	<ul style="list-style-type: none"> Lesson plan 4.4B Worksheet 4.4B.1 Worksheet 4.4B.2 Worksheet 4.4A.2 Lesson presentation

Lesson 4.4C The later years, 1535–47

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the issues of power, money and religion that mattered to Henry during the final twelve years of his reign 	<ul style="list-style-type: none"> Explaining how the Whitehall Mural portrayed Henry's power Explaining whether the Dissolution of the Monasteries was mainly about religion, money or power Explaining in what ways Henry's Great Bible was about both religion and power 	<ul style="list-style-type: none"> Execution Dynasty Henry's Great Bible Monasteries Nunneries 	<ul style="list-style-type: none"> Lesson plan 4.4C Worksheet 4.4C Worksheet 4.4A.2 Lesson presentation OCR B skill sheet 9

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Lesson 4.5 Site study: Hampton Court Palace			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how Hampton Court Palace demonstrated Henry VIII's power and importance 	<ul style="list-style-type: none"> Discovering which parts of Hampton Court Palace survive today Writing an audio guide about the buildings and the Great Hall at Hampton Court, and how they demonstrated the king's power and importance 	<ul style="list-style-type: none"> Barge Cellar Chapel Privy Chambers Tapestries 	<ul style="list-style-type: none"> Lesson plan 4.5 Worksheet 4.5.1 Worksheet 4.5.2 Lesson presentation

Four-lesson enquiry on Elizabethan England:

Lesson 4.6A The defeat of the Spanish Armada, 1588			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that there are different interpretations of the reign of Elizabeth I 	<ul style="list-style-type: none"> Examining two portraits of Elizabeth I Making points to support the views of two historians – Professor Positive arguing the period was a 'golden age' and Dr Doubtful arguing it was not 	<ul style="list-style-type: none"> Armada Fire-ships Golden Age 	<ul style="list-style-type: none"> Lesson plan 4.6A Worksheet 4.6A.1 Worksheet 4.6A.2 Worksheet 4.6A.3 Worksheet 4.6A.4 Lesson presentation

Lesson 4.6B Wealth and poverty in Elizabethan England			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the differences between the lives of the rich and the poor in Elizabethan England 	<ul style="list-style-type: none"> Making notes in support of Professor Positive's view that many people built new houses and lived comfortable lives in this period Making notes in support of Dr Doubtful's view that poverty was a great problem for many people 	<ul style="list-style-type: none"> Census Unemployment Vagrants 	<ul style="list-style-type: none"> Lesson plan 4.6B Worksheet 4.6B Worksheet 4.6A.2

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		<ul style="list-style-type: none"> • Yeomen 	<ul style="list-style-type: none"> • Worksheet 4.6A.3 • Lesson presentation
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Lesson 4.6C England and the wider world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> • Understand the journeys of exploration taken at this period and their successes and limitations 	<ul style="list-style-type: none"> • Making notes in support of Professor Positive's view that Elizabethan explorers and colonisers opened up new trade routes for the British and created colonies that were the start of the British Empire • Making notes in support of Dr Doubtful that Elizabethan explorers and colonisers were motivated by personal gain, and in reality, achieved very little 	<ul style="list-style-type: none"> • Colonial powers • Colony • Investors • Native Americans • Pillaged • Royal charter • Trading post 	<ul style="list-style-type: none"> • Lesson plan 4.6C • Worksheet 4.6C • Worksheet 4.6A.2 • Worksheet 4.6A.3 • Lesson presentation

Lesson 4.6D A 'golden age' of culture?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> • Understand that the cultural life in Elizabethan England can be viewed as successful or as limited 	<ul style="list-style-type: none"> • Making notes in support of Professor Positive's view that Elizabeth's reign was a time of great cultural achievements • Making notes in support of Dr Doubtful's view that the cultural achievements in this period were limited and poor people's culture came under attack • Writing an essay answer to the question: 'How far do you agree that Elizabethan England was a 'golden age'? 	<ul style="list-style-type: none"> • Composers • Grammar school • May Day • Miniatures 	<ul style="list-style-type: none"> • Lesson plan 4.6D • Worksheet 4.6D.1 • Worksheet 4.6D.2 • Worksheet 4.6D.3 • Worksheet 4.6A.2 • Worksheet 4.6A.3 • Lesson presentation • Pearson Edexcel skill sheet 7a • Pearson Edexcel skill sheet 7b

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			<ul style="list-style-type: none"> • Pearson Edexcel skill sheet 8 • AQA skill sheet 5 • OCR B skill sheet 10 • OCR B skill sheet 11
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Lesson 4.7 Close up: The new theatres

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> • Understand the new entertainment in Elizabethan England – the theatre • Understand how examining sources can tell us a lot about the past 	<ul style="list-style-type: none"> • Examining and answering questions on sources • Examining sources to understand: what the theatres looked like; what it was like to go to the theatres; why some people disliked the theatres 	<ul style="list-style-type: none"> • Aldermen • Bear-baiting • Suckets 	<ul style="list-style-type: none"> • Lesson plan 4.7 • Worksheet 4.7 • Lesson presentation

Three lesson enquiry on the English Civil War:

Lesson 4.8A Years of turmoil, 1625–60

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> • Understand an overview of events and their shocking nature, 1625–60 	<ul style="list-style-type: none"> • Creating a timeline of the main events of this period • Deciding which events would have shocked people in England at the time, and explaining why 	<ul style="list-style-type: none"> • Civil war • Diggers • Executed • Levellers • Lord Protector • Republic • Restoration 	<ul style="list-style-type: none"> • Lesson plan 4.8A • Worksheet 4.8A • Lesson presentation

Lesson 4.8B The road to civil war, 1625–42

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the events leading up to the Civil War and that some historians think it was inevitable and others think it was almost accidental 	<ul style="list-style-type: none"> Analysing events that led up to Civil War and answering questions Writing a paragraph to explain when you think the Civil War became inevitable 	<ul style="list-style-type: none"> Grand Remonstrance Personal rule Petition of right Puritans Ship money 	<ul style="list-style-type: none"> Lesson plan 4.8B Worksheet 4.8B.1 Worksheet 4.8B. 2 Lesson presentation

Lesson 4.8C Fighting the Civil War

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the nature of the conflict and the reasons why it was so traumatic 	<ul style="list-style-type: none"> Explaining why the Civil War was traumatic in many different ways Considering why it became more brutal the longer it continued 	<ul style="list-style-type: none"> Muskets Parliamentarian Pikes Royalist 	<ul style="list-style-type: none"> Lesson plan 4.8C Worksheet 4.8C Lesson presentation Pearson Edexcel skill sheet 9 AQA skill sheet 7

Lesson 4.9 Site study: Dyrham Park – how the rich lived in the seventeenth century

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what Dyrham Park can tell us about power, wealth and the slave trade 	<ul style="list-style-type: none"> Examining the main features and impact of the house Deciding how the National Trust should present the controversial carvings housed at Dyrham Park 	<ul style="list-style-type: none"> Civil servant National Trust Slave trade 	<ul style="list-style-type: none"> Lesson plan 4.9 Worksheet 4.9 Lesson presentation AQA skill sheet 6

Three lesson enquiry on The Mughal Empire:

Lesson 4.10A Babur and Humayun			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand an empire beyond Europe – the Mughal empire, and the powerful emperors who ruled it 	<ul style="list-style-type: none"> Finding out about Babur and Humayun and writing summary sheets of their achievements Comparing the two emperors to decide who was the greater 	<ul style="list-style-type: none"> Exile Mughal Mughal emperor 	<ul style="list-style-type: none"> Lesson plan 4.10A Worksheet 4.10A.1 Worksheet 4.10A.2 Lesson presentation

Lesson 4.10B Akbar and Jahangir			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the lives of the third and fourth Mughal emperors 	<ul style="list-style-type: none"> Finding out about Akbar and Jahangir and writing summary sheets of their achievements Comparing these two emperors and all of the first four emperors to decide who was the greater 	<ul style="list-style-type: none"> Guardian Miniature paintings 	<ul style="list-style-type: none"> Lesson plan 4.10B Worksheet 4.10B Worksheet 4.10A.2 Lesson presentation

Lesson 4.10C Shah Jahan and Aurangzeb			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the lives of Shah Jahan and Aurangzeb 	<ul style="list-style-type: none"> Finding out about Shah Jahan and Aurangzeb and writing summary sheets of their achievements Using the summary sheets to write an answer to the question: How far do you agree with this statement, 'Aurangzeb was the greatest Mughal emperor'? 	<ul style="list-style-type: none"> Mosques Madrasses Taj Mahal 	<ul style="list-style-type: none"> Lesson plan 4.10C Worksheet 4.10C.1 Worksheet 4.10C.2 Worksheet 4.10A.2 Lesson presentation OCR B skill sheet 12

Unit 4 Period study: Understanding the changing world, 1450–1750 (24 lessons)

Lesson 4.11 Close up: The East India Company

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the key people involved in setting up the East India Company 	<ul style="list-style-type: none"> Make notes on the work of Lancaster, Hawkins and Roe, in establishing the East India Company Deciding which man had more responsibility for the success of the East India Company 	<ul style="list-style-type: none"> East India Company Spice trade Trading post 	<ul style="list-style-type: none"> Lesson plan 4.11 Worksheet 4.11 Lesson presentation

Lesson 4.12 Period Review: How would you sum up the Early Modern period, 1450–1750?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> To review the Early Modern period 	<ul style="list-style-type: none"> Selecting two events, people, developments or ideas and two places that are important features of the period Making connections between different features of the period Creating a title page 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Lesson plan 4.12 Worksheet 4.12.1 Worksheet 4.12.2 Lesson presentation