

## Unit 13 Mughal India and the coming of the British, 1526–1857: how did the Mughal Empire rise and fall?

### About the unit

In this unit pupils use and evaluate sources to learn about India at the time of the Mughal emperors and how the British took control of India. It reinforces the idea that civilisation was not confined to Britain and Europe in the sixteenth and seventeenth centuries, but also existed in non-European societies. India was a hugely wealthy society under the Mughals. Europeans were attracted to the country because of its wealth but were not powerful enough to rule until Mughal power declined in the eighteenth century.

This unit is expected to take 8–11 hours. There is scope to adjust some of the teaching activities to take account of time constraints in different schools.

### Where the unit fits in

Links could be made with unit 14 ‘The British Empire’ and with school-based units on the Roman Empire.

### Expectations

#### At the end of this unit

**most pupils will:** demonstrate knowledge and understanding of the way the power of the Mughal dynasty changed 1526–1857; describe different aspects of Mughal society and civilisation in the sixteenth and seventeenth centuries; assess the religious policy of the emperor Akbar and make links between his policy and that of his English contemporary, Elizabeth I; describe British policy towards India in the eighteenth century and explain the way British power increased; evaluate contemporary sources relating to India in the eighteenth century; assess the causes and consequences of the rebellion of 1857

**some pupils will not have made so much progress and will:** demonstrate some knowledge of the careers of key members of the Mughal dynasty 1526–1857; show some knowledge and understanding of how people lived under Mughal rule; describe how Akbar tolerated different religions and identify differences between him and Elizabeth I; describe some key events in the British take-over of India; identify relevant information in contemporary sources relating to India in the eighteenth century; describe some features of the rebellion of 1857 and explain what happened after the rebellion

**some pupils will have progressed further and will:** demonstrate detailed knowledge and understanding of the way the power of the Mughal dynasty changed 1526–1857; analyse different aspects of Mughal society and civilisation in the sixteenth and seventeenth centuries; analyse the religious policy of the emperor Akbar, making connections between different features of life at the time, and compare it to that of Elizabeth I; analyse British policy towards India in the eighteenth century; using contemporary sources examine the way the British used propaganda to justify the increase in British power; assess the complex and interrelated causes and consequences of the rebellion of 1857

### Prior learning

It is helpful if pupils are aware:

- where India is in the world and its importance in the world today
- of the close connections between Britain and India, not least through migration to this country from India/Pakistan/Bangladesh/Sri Lanka
- of the importance of India to the Europeans as early as the fifteenth and seventeenth centuries in that they controlled the route to the Spice Islands
- have had experience of organising and carrying out research in groups
- have identified trends across historical periods
- have evaluated historical sources

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## Language for learning

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

- Mughal civilisation, *eg empire, conquest, expansion, rebellion, mansabdar, zamindar, decline, trade*
- British rule in India, *eg East India Company, provincial rule, tyrant, abolition of sati, mutiny, rebellion, sepoy*

Speaking and listening – through the activities pupils could:

- listen for a specific purpose, note the main points and consider their relevance and validity

Reading – through the activities pupils could:

- select relevant information and link to other information, from a range of sources
- undertake independent research using knowledge of how texts, databases, etc are organised and of appropriate reading strategies

Writing – through the activities pupils could:

- show relationships between ideas by links which show purpose and reservations

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## Resources

Resources include:

- documentary and visual sources on the Mughals and the first century of British rule, with a balance between Indian and European sources
- maps of the Indian sub-continent and of the world
- websites on the Mughals and the history of India, *eg* <http://rubens.anu.edu.au/>; [www.indiatime.com/history/history.htm](http://www.indiatime.com/history/history.htm); <http://edweb.gsn.org/india/mughals.html>

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## Out-of-school learning

There are opportunities for pupils to carry out further research using local libraries, television programmes, newspaper and other media accounts of events in present-day India, Pakistan, Bangladesh, Sri Lanka. They could visit appropriate museums, such as the Victoria and Albert Museum, London.

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## Future learning

Pupils could draw on their knowledge and understanding from the study of civilisations in other parts of the world, *eg aspects of the history of China or Japan in the twentieth century*. Pupils could use their understanding of motives for expansion and for conflict between nations in later studies such as in unit 18 ‘Twentieth-century conflicts’.

Pupils should learn:

Pupils:

### How did the Mughal Empire begin?

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| <ul style="list-style-type: none"> <li>• about how India was conquered by the Mughals</li> <li>• to reach a supported judgement about the role of an individual</li> </ul> | <ul style="list-style-type: none"> <li>• Explain in simple terms how India was ruled before the Mughals. Ask pupils to study accounts of the careers of two key early Mughal emperors: Babur (ruled 1526–30) and Akbar (ruled 1556–1605). They must explain for each one how he helped to establish the Mughal Empire.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• use their knowledge and understanding of the careers of Babur and Akbar to explain how the Mughal Empire was established</li> </ul> | <ul style="list-style-type: none"> <li>• Reference maps could be used to check pupils have sufficient knowledge of key locations.</li> <li>• Throughout this unit pupils could be encouraged to make comparisons between India and early modern Europe, including Britain.</li> <li>• ICT: timeline software could be used to record the significant events, reigns, etc studied by the pupils in British and European history. Events and reigns significant in Indian history can be added for comparison. Further details can be added throughout the unit.</li> </ul> |
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### What was life like during the period of the Mughal Empire?

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| <ul style="list-style-type: none"> <li>• about life during the period of Mughal civilisation</li> <li>• to identify and use a range of sources of information for an investigation</li> <li>• to ask and answer questions, and to summarise and present information clearly</li> </ul> | <ul style="list-style-type: none"> <li>• Divide pupils into groups to research different aspects of Mughal civilisation, <i>eg the court, towns and cities, rich and poor, art and architecture, etc.</i> Also pupils could look at the contrasts and similarities across different parts of the Empire.</li> <li>• Ask pupils to report back on their findings and produce work for a display on different aspects and parts of Mughal India. They could present their work using ICT.</li> </ul> | <ul style="list-style-type: none"> <li>• organise and present information both orally and for display on Mughal India</li> <li>• demonstrate knowledge of aspects of Mughal civilisation</li> </ul> | <ul style="list-style-type: none"> <li>• This activity is designed to build pupils' knowledge and understanding of Mughal India.</li> <li>• Teachers will need to consider the structure of pupil groups in relation to the topics and resources and how to help pupils frame the questions for their research and collect and present information.</li> <li>• Language for learning: this activity supports:             <ul style="list-style-type: none"> <li>– speaking and listening, through sharing information and ideas in group work</li> <li>– reading, through using appropriate research and reading techniques and synthesising information from different sources</li> <li>– writing, through organising facts into an appropriate sequence</li> </ul> </li> <li>• ICT: pupils work together to create web pages or a multimedia presentation to display their knowledge of an aspect of Mughal civilisation using a range of resources, <i>eg websites, CD-ROMs, digital images, sound clips</i>. Alternatively, they could use a desktop-publishing package to create a poster which displays their knowledge of an aspect of Mughal civilisation.</li> <li>• Key skills: these activities could provide opportunities for pupils to demonstrate evidence of IT skills (presenting information).</li> </ul> |
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### How tolerant was Akbar of different religious ideas?

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| <ul style="list-style-type: none"> <li>• about the religious policy of the emperor Akbar</li> <li>• to make inferences about the relationship between Akbar's religious toleration and his control over the Empire</li> <li>• to use prior knowledge of religion in Tudor England when making comparisons between Akbar and Elizabeth I</li> </ul> | <ul style="list-style-type: none"> <li>• Establish that Akbar was almost an exact contemporary of Elizabeth I: he ruled 1556–1605.</li> <li>• Provide information about the religious policy of Akbar and his attitude towards Hindu subjects. Ask pupils to decide how tolerant Akbar was. Once they have concluded that Akbar tolerated different religions ask them to explain how this may have helped him to rule over a huge empire.</li> <li>• Ask pupils to refer back to the work they carried out on the religious problems Elizabeth I inherited and how she dealt with them. Pupils could make a comparison between the approaches used by Akbar and Elizabeth I, identifying the similarities and differences.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• explain the nature and consequences of Akbar's religious policy</li> <li>• compare Akbar with a European contemporary by identifying similarities and differences</li> </ul> | <ul style="list-style-type: none"> <li>• Citizenship: discussing freedom of different groups to worship provides a historical context in India and England against which the diversity of religious and ethnic identities in the United Kingdom can be taught. Pupils can consider the need for mutual respect and understanding.</li> <li>• ICT: if a computer timeline has already been created pupils might add events in the reigns of the two sovereigns. Otherwise a detailed timeline of the two parallel reigns could be created. Alternatively, pupils could discuss how to organise a systematic search of the internet for information about Akbar's religious policy. They could work in groups to create a presentation to explain how effective his religious policy was.</li> </ul> |
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Pupils should learn:

Pupils:

### Did Aurangzeb's reign mark the beginning of the end of the Mughal Empire?

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| <ul style="list-style-type: none"> <li>• to examine and evaluate how the Mughal Empire was ruled under Aurangzeb</li> <li>• about the exploits of the Hindu leader Shivaji, the rise of the Sikhs in the Punjab and their challenge to Mughal authority</li> <li>• how to prepare a clear, structured analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Provide an overview of events of Aurangzeb's reign, including Shivaji's rebellion, the religious intolerance, and the expansion south. Pupils could take notes of key points.</li> <li>• Ask pupils to identify arguments for and against Aurangzeb being a successful ruler and debate whether Shivaji was a hero or a troublemaker. The teacher could be 'hot-seated' as either Shivaji or Aurangzeb.</li> <li>• Ask pupils to produce a brief summary of Aurangzeb's reign, reaching a conclusion about his success as a ruler.</li> </ul> | <ul style="list-style-type: none"> <li>• explain the strengths and weaknesses of Mughal rule under Aurangzeb and reach a conclusion on his success as a ruler</li> <li>• listen for a specific purpose, note the main points and consider their relevance</li> <li>• produce an analytical summary of Aurangzeb's reign</li> </ul> | <ul style="list-style-type: none"> <li>• The question can be extended with a look into the eighteenth century when provincial nobles usurped much Mughal power creating their own compact states and dividing India.</li> <li>• The summary is designed to be analytical, not narrative. Teachers will need to consider the level of support through providing paragraph starters, etc, that pupils will need.</li> <li>• Language for learning: these activities provide opportunities to support speaking and listening, as pupils identify points in the overview and debate. In writing pupils will show the relationship between ideas by using links, such as 'although', 'in contrast', etc.</li> <li>• ICT: a large amount of text about Aurangzeb's reign is available in word-processed format. Pupils could use a keyword search and other strategies to identify arguments for and against him being a successful ruler. Relevant text could be copied and pasted into a file. Pupils could be provided with paragraph starters.</li> </ul> |
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Pupils should learn:

Pupils:

### How did British power in India expand during the eighteenth century?

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| <ul style="list-style-type: none"> <li>• to explain how British power in India expanded during the eighteenth century</li> <li>• about the types of propaganda employed by the British to justify some of their conquests</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the key events leading to British conquests in Bengal and Mysore. Using textbooks, pupils annotate a map to record and explain key events.</li> <li>• Provide sources illustrating British propaganda used to justify some of their conquests. Examples might be 'the Black Hole of Calcutta', or Tipu Sultan of Mysore's reputation as a cruel tyrant. Working in pairs on one or two sources, pupils annotate sources to identify features of propaganda. Class discussion to summarise main points and clarify key features of propaganda.</li> </ul> | <ul style="list-style-type: none"> <li>• describe and explain how the British conquered parts of North and South India</li> <li>• describe features of propaganda and explain how it is used in warfare</li> </ul> | <ul style="list-style-type: none"> <li>• Work on the subsidiary alliance system could be introduced for high ability pupils. This system of British protection in return for a subsidiary drew the British into the internal affairs of several other Indian states.</li> <li>• Teachers will need to ensure pupils have sufficient knowledge of the events to identify the characteristics of the propaganda. A homework activity might be to evaluate propaganda produced by other countries during the twentieth century.</li> </ul> |
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### Why was there a rebellion against British rule in India in 1857, and what were the consequences?

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| <ul style="list-style-type: none"> <li>• to investigate and evaluate the impact of British rule on Indian society</li> <li>• about the causes of the 1857 rebellion in India</li> <li>• about the points of view and actions of key individuals in the 1857 rebellion</li> <li>• about the atrocities committed by <i>both</i> sides during the course of the rebellion and their consequences</li> </ul> | <ul style="list-style-type: none"> <li>• Working in groups, pupils investigate and evaluate the impact of British rule on different sections of Indian society.</li> <li>• Ask them to use information to suggest causes of the rebellion and create a class summary of causes. Working in groups, pupils prepare a set of questions to ask the teacher/other groups in role as leaders and important participants of the rebellion, eg <i>Rani of Jhansi</i>, <i>Nana Sahib</i>, <i>Tantia Topi</i>, <i>a sepoy</i>, <i>a peasant</i>, <i>Bahadur Shah</i>. Following class discussion 'in role', pupils review list of causes and, working individually or in pairs, create a web of causation.</li> <li>• Introduce sources illustrating the atrocities committed by <i>both</i> sides during the rebellion. Pupils use sources to identify and explain some of the consequences: bitterness on <i>both</i> sides, the ending of East India Company rule, the exiling of Bahadur Shah, and the declaration of Queen Victoria as Empress of India.</li> </ul> | <ul style="list-style-type: none"> <li>• use their knowledge of British rule in India to explain the causes and consequences of the 1857 rebellion</li> <li>• explain why atrocities often happen in wars</li> </ul> | <ul style="list-style-type: none"> <li>• Links can be made with unit 14 'The British Empire'.</li> <li>• Given appropriate sources, pupils could be asked to find out whether all Indians saw 1857 as a rebellion, and why the British called it the 'Indian Mutiny' for so long.</li> </ul> |
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### How did the Mughal Empire rise and fall?

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| <ul style="list-style-type: none"> <li>• how to review their work in the unit in order to organise a coherent account, making appropriate use of dates and terms</li> <li>• to consider the significance of main events, people, changes</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils work in groups to produce an annotated timeline that describes the rise and fall of the Mughal Empire. This will involve reviewing their work on the unit and selecting those events that clearly show the changing fortunes of the Mughal Empire.</li> <li>• Some consideration needs to be given to the extent to which the decline had set in prior to the arrival of the British.</li> <li>• Pupils could be asked to decide on the most significant events/turning points that led to the decline of the Mughal Empire and then identify them on their timelines.</li> <li>• Pupils compare timelines from different groups and discuss similarities and differences.</li> </ul> | <ul style="list-style-type: none"> <li>• explain the main reasons for and results of events and changes by producing a well-structured timeline that selects and deploys key episodes in the rise and fall of Mughal India</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers may wish to explore the story of the sub-continent since 1857, emphasising independence and the partition of the subcontinent.</li> </ul> |
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