

Year 8 Knowledge Book 2025-2026 Options



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY









We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**



Your Knowledge Book (Options)

	Art Light – Orange
	Computer Science – Light Blue
	Dance & Drama – Light Green
	Technology – Peach
	Geography – Fluorescent Yellow
	History – Red
	Music – Blue
	Independence Templates – Teal

Knowledge Book for Options Subjects costs just over £8 to make.

If you lose, damage or break your KB, you will need to buy a new one for £8.



MY EQUIPMENT PLEDGE

To succeed you must be prepared. Every night before school, you need to check your school bag to ensure that you have all the correct equipment.

Here is the list of equipment you need for every lesson:

- ☐ Black or blue pens
- ☐ Red pens (one or two)
- ☐ A ruler
- ☐ A pencil
- ☐ A scientific calculator (CASIO)
- ☐ A rubber
- ☐ A protractor
- ☐ Colouring pencils
- ☐ A sharpener
- ☐ Glue stick
- ☐ Your KNOWLEDGE BOOK

I pledge that I will always bring the correct equipment to class so that I can effectively learn.

Your signature:

Parent/carer's signature:

Form tutor's signature:

.....

.....

.....

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

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Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to
Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

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Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



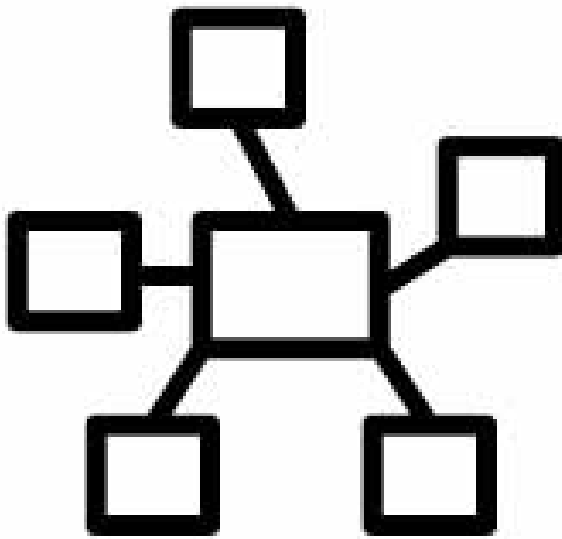
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

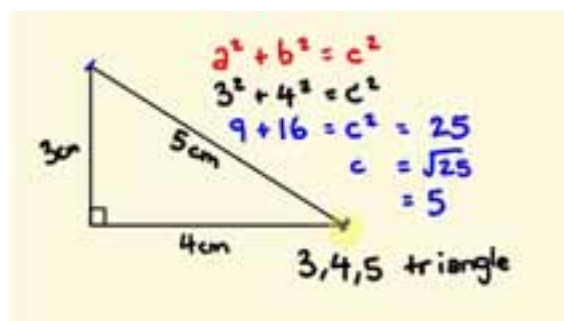


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

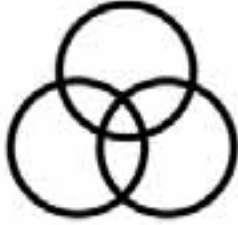
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

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YEAR 8 ART & DESIGN KNOWLEDGE ORGANISER

FORMAL ELEMENTS



CONTENTS

Page 3	Tone, Shape & Form
Page 3	Pattern, Line & Texture
Page 4	Colour

THE FORMAL ELEMENTS

TONE



Tone describes the lightness or darkness of a surface.

A gradient is a series of tonal values from light to dark.



Tone can help to provide a form with value to give a sense of volume to a flat surface.

ADJECTIVES TO DESCRIBE TONE

Dark	Highlights
Light	Shadows
Mid tone	Shading
Grey	Blending
Blend	Graduated

SHAPE

Shape is an area enclosed by a line. It can be 2-dimensional and can be geometric or organic.



Geometric



Organic

ADJECTIVES TO DESCRIBE SHAPE

Circular	Irregular
Square	Stylized
Rectangular	Organic
Triangular	Geometric
Misshaped	Contour

FORM

Forms are 3-dimensional shapes. They occupy space (like sculptures) or give the illusion that they occupy space (drawing).



WORDS TO DESCRIBE FORM

Angular	Curvaceous
Twisted	Solid
Bulbous	Malformed
Tapered	Rounded
Contours	Negative space

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THE FORMAL ELEMENTS

PATTERN

Pattern is a design that is created by repeating a formal element. It can be natural, like the stripes of a zebra, or man made, like a design on fabric. The image repeated is called a **motif**. These can be simple shapes or more complicated arrangements.



ADJECTIVES TO DESCRIBE PATTERN

Regular	Motif
Irregular	Repetition
Symmetrical	Radial
Tessellating	Tiered
Organic	Even

LINE

Line is a mark left by a moving point e.g. a pencil, or paint on a paintbrush. It can take many forms e.g. horizontal, diagonal, or curved.



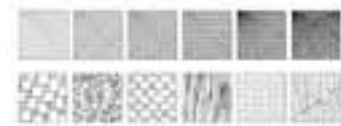
Marks can be repeated and used to create patterns in order to give tone and texture to your drawing.

ADJECTIVES TO DESCRIBE LINE

Broken	Graphical	Hesitant
Flowing	Angular	Scribbled
Moving	Geometric	Wavy
Woolly	Confident	Organic
Tight	Faint	Heavy

TEXTURE

Texture is the surface quality of an object. Texture can be real or implied. **Real texture** can be felt e.g. tree bark, whereas **implied texture** creates the look of texture on a flat surface e.g. a drawing or a painting.



WORDS TO DESCRIBE TEXTURE

Texture	Impasto	Hatching
Smooth	Fine	Rough
Tactile	Uneven	Shiny
Jagged	Frosted	Soft
Coarse	Silky	Stippled

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THE FORMAL ELEMENTS

COLOUR

To see colour, you have to have light. When light shines on an object some colours bounce off the object and others are absorbed by it. Our eyes only see the colours that are bounced off or reflected.

Primary Colours



All colours can be obtained by mixing primary colours together. Primary colours cannot be created by mixing other colours.

Secondary Colours

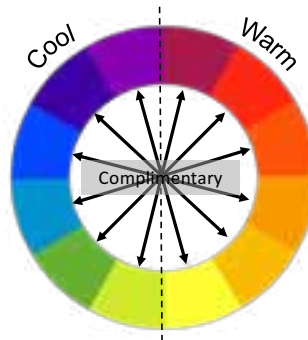


A colour mixed from two primary colours

Tertiary Colours



A colour mixed from a primary colour and a secondary colour



Harmonious Colours are 3 colours next to each other on the colour wheel

Complimentary Colours are colours opposite each other on the colour wheel

The colour wheel can be split up into **warm** and **cool** colours, and each individual colour has it's own warm and cool variant

ADJECTIVES TO DESCRIBE COLOUR

Opaque	Luminous	Pale
Translucent	Bright	Pastel
Transparent	Saturated	Soft
Contrasting	Vibrant	Muted
Harmonious	Vivid	Deep
Complementary	Brilliance	Dull
Cool	Harsh	Hue
Warm	Neutral	Tint

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DESIGN PRINCIPLES



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Page 7	Unity/Variety, Balance & Contrast
Page 8	Scale/Proportion, Repetition & Emphasis

THE DESIGN PRINCIPLES

UNITY & VARIETY

Unity is how well the elements of a design work together. Each element should have a clear visual relationship with each other element to help communicate a clear, concise message.



Unity = Same colour
Variety = Different sizes

Unity = Same size
Variety = Different colours

BALANCE

Balance can be symmetrical (with items of equal weight on either side of the centre line) or asymmetrical (with items of different weights laid out in relation to a line that may or may not be centred)



Balance = Symmetrical

Balance = Asymmetrical

CONTRAST

Contrast is the difference between various elements within a design, that makes them stand out from each other.



Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout

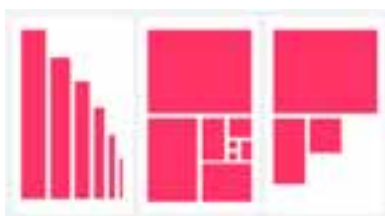


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THE DESIGN PRINCIPLES

SCALE/PROPORTION

Proportion is the size of the elements in relation to one another. Larger elements tend to be seen as more important while smaller ones are seen as less so.



Size

Ratio

Divisions

REPETITION

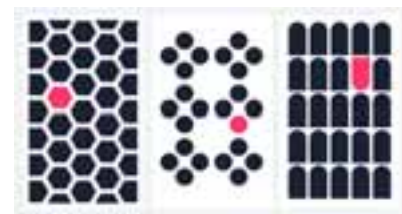
Repetition reinforces an idea or perception. It can be achieved by repeating the same colours, shapes, images, objects, mark making techniques, and so forth.



Repetition changes perspective

EMPHASIS

Emphasis causes a certain part of a design to stand out compared to other elements. Conversely, it can also be used to minimise how much an element stands out.



Creating a focal point



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WRITING ABOUT ART



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Page 13	Writing About Art – Sentence Starters
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ART & DESIGN – WRITING ABOUT ART – KNOWLEDGE

KNOWLEDGE

What is the artist's name?
Where/when were they born? (this is important to put the work in context)
What do you know about the artist's background? (Life events/education/career)
When was the work created?
What is their style of work?
What does the artwork show?
Is the artwork part of a series?
Is there a theme? What is the theme about? (this could be researched or your own opinion)



EXAMPLE

Dutch Impressionist painter, Vincent Van Gogh was born on March 30th, 1893, in Zundert, a predominantly Catholic province of North Brabant in the Netherlands. Van Gogh created about 2,100 artworks, most of which date from the last two years of his life. They include landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He was not commercially successful, and his suicide at 37 came after years of mental illness, depression and poverty.

The painting 'Starry Night' is one of the most recognized pieces of art in the world. Vincent van Gogh painted Starry Night in 1889 during his stay at the asylum of Saint-Paul-de-Mausole near Saint-Rémy-de-Provence. When in a state of depression Van Gogh incorporated darker colours and Starry Night is a wonderful example of this. Blue dominates the painting, blending hills into the sky. The small village lays at the base in the painting in browns, greys, and blues. Even though each building is clearly outlined in black, the yellow and white of the stars and the moon stand out against the sky, drawing the eyes to the sky.

ART & DESIGN – WRITING ABOUT ART – UNDERSTANDING

UNDERSTANDING

What is the main focus/where is your eye drawn to?
What formal elements have they used and how? Line, Colour, Shape, Form, Texture, Pattern, Tone...
How would you describe the composition?
If they have used people in their artwork, can you read any body or facial language?
How has the artist achieved the meaning, concept or message in the image?
What techniques has the artist used to create the meaning/concept or message?
What are your opinions of the work and why?
How does the piece of work make you feel?



EXAMPLE

The stars in the sky are the big attention grabber of the painting; the brightness of them, the swirling brushstrokes and the contrast between them and the blue-sky help make them stand out. It could be that Van Gogh simply wanted to breathe in the higher power into his art, as he grew up in a religious household, they could also represent hope. The village is painted with dark colours, but the brightly lit windows create a sense of comfort. The village is peaceful in comparison to the dramatic night sky and the silence of the night can almost be felt in Starry Night. Vince Van Gogh's unique, thick brush strokes are very much obvious and it's possible that his severe attacks further dramatized his brush work, this technique that adds even more depth as well as a rich texture to this work of art. The steeple dominates the village and symbolizes unity in the town. In terms of composition, the church steeple gives an impression of size and isolation. You cannot ignore the huge, curvy Cyprus tree positioned to the left in the foreground of the painting, Cyprus trees are typically associated with mourning. Personally, I believe that Van Gogh was showing that even with a dark night such as this it is still possible to see light in the windows of the houses. Furthermore, with shining stars filling the sky, there is always light to guide you. This is one of my favourite paintings by Van Gogh, I find the blues calming and the sky transfixes me.

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ART & DESIGN – WRITING ABOUT ART – BEYOND & THE BIG QUESTION

BEYOND

What viewpoint has the artist used?
Are there any back stories as to how the work was made?
Does the artwork have depth or is it shallow?
What materials do you think they have used?
Can you think of any other materials they could have used?
What skills will you develop looking at this artist?
Could you approach the work using different techniques?
How could you experiment with the artists ideas further?

THE BIG QUESTION

How will you be influenced by this artists work when planning your own artwork?



EXAMPLE

Van Gogh painted The Starry Night during his stay at the Saint-Paul-de-Mausole asylum near Saint-Rémy-de-Provence in France, several months after suffering a breakdown. This painting is based on the view from his window, it appears that his room could have been high up or that the asylum was on a hill. Van Gogh was not allowed to paint in his room, so he created sketches of the view and used these alongside his memory. There is a great deal of depth to this painting, Van Gogh has achieved this by including the foreground, middle ground and the background. There is also depth and texture within the paint that Van Gogh has used, to achieve this he loaded his brush with oil paints to build up a thick, impasto texture. This impasto texture is a key feature in many of van Gogh's works. By creating work in response to Van Gogh I will develop my understanding of mark making, and colour, I will also develop my painting and drawing skills, and I think it will also provide me with the opportunity to be more expressive within my work. When planning my own work I will consider exaggerating certain elements like colour and perspective, if I paint light within my work I could use a strong colour contrast, like yellow and orange against blue. I could also use directional brushwork to create a sense of movement and turbulence in my painting and finally, I will consider repeating similar techniques and processes within my work, so that I can achieve a strong style.

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ART & DESIGN – WRITING ABOUT ART – SENTENCE STARTERS

KNOWLEDGE

The artist... was born in...
 Their parents were...
 They studied at...
 Events that may have influenced...
 They are/were influenced by...
 The painting is called...
 It was completed in the year...
 The work portrays...
 This style of... is called...
 Looking at this piece of work...
 This painting is/isn't part of a series called...
 When first looking at the painting I thought...
 In the painting I can see the following: ...
 The subject of the painting is...
 To me the artwork looks like...

UNDERSTANDING

My eye is initially drawn to..... Because...
 In the piece the artist has created a... texture... by...
 The colours used can be described as...
 I can see the following shapes and forms...
 There is limited use of... this suggests...
 The artist uses space to create a feeling of...
 The composition of the image suggests...
 The composition style conveys...
 The objects/people/scene looks... because the artist has...
 The artist's use of... suggests...
 I think he/she has done this to convey...
 In my opinion...
 It is in my view that...
 This piece of artwork makes me feel...

BEYOND

I think the artist worked from... because...
 The artist prepared for this work by...
 I think the artist is trying to communicate...
 There are/aren't any clear messages...
 The reason I think this is because...
 They have used...
 It appears that...
 They may have also used...
 If they had used... It might have...
 I could potentially use...
 By looking at... I will develop my skills in...
 It could also influence...
 When creating my own work I will...

These sentence starters can be used to help you form your artist research and analysis. You might not always be able to find the answer to all of the questions through research, some of the question require your thoughts and opinions. Always write in full sentences and evidence your thoughts and opinions.

BIGGER PICTURE

This piece of art will influence how I...
 Moving forward I think I will...
 As a result of studying... I will...
 This piece of art has made me consider...

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ART & DESIGN – VOCABULARY

WORDS TO DESCRIBE ART

Realistic	Unrealistic
Abstract	Colourful
Abstraction	Linear
Expressive	Rounded
Impressionistic	Motion
Surreal	Messy
Still life	Organised
Portraiture	Geometric
Figurative	Structured
Non-Western	Fluid
Sculpture	Neat
Textile	Loud
Batik	Accurate
Appliqué	Disorganised
Glass	Graphic
Painting	Traditional
Mixed media	Modern
Ceramics	Contemporary

COMPOSITION

Balanced
 Unbalanced
 Skewed
 Perspective
 Plane
 Proportion
 Symmetry
 Space
 Scale
 Foreground
 Middle ground
 Background
 Decorative
 Eye-line
 Focus
 Blurred
 Form
 Birds eye view

DRAWING

Line
 Tone
 Shading
 Contour
 Two-Dimensional
 Three-Dimensional
 Observational
 Composition
 Proportion
 Perspective
 Scale
 Accuracy
 Realistic
 Outline
 Mark-making
 Sketch
 Composition
 Tracing
 Impression

PAINTING

Wash
 Watercolour
 Acrylic
 Oil
 Brush strokes
 Impasto
 Drybrush

PRINTING

Monoprint
 Etching
 Intaglio
 Lithograph
 Woodcut
 Block Printing
 Lino Print
 Linocut
 Relief Print
 Ink
 Brayer

LIGHT

Natural
 Artificial
 Dark
 Bright
 Shadow
 Low light
 Dim

FEELING

Atmospheric
 Expressive
 Humorous
 Disturbing
 Refreshing
 Nostalgic
 Emotive
 Depressing
 Delicate
 Sinister
 Joyous

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BIRDS



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YEAR 8 - BIRDS

BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme birds.

You will begin by learning observational drawing techniques using pencil coloured pencil and pen.

You will focus on developing skills in representing texture, tone and mark making.

You will also develop skills using paint, mark making, collage, paper manipulation and sculpture.

You will explore and analyse the work of a range of artists who use birds as inspiration for their artwork, and then you will compose and create your own response showing an influence of their styles and techniques.

We will explore birds that are endangered and at risk of being endangered, and we will explore how we can support our bird population.

ARTISTS WHO EXPLORE THE THEME BIRDS



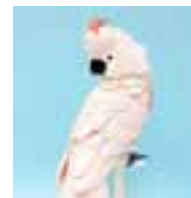
Mark
Hearld



Abby
Diamond



Lonac



Diana
Beltrán
Herrera

PLACES TO VISIT

Derby Cathedral
Darley Park

Elvaston Castle Country
Park

Kedleston Park
Carsington Water

Ogston Reservoir

Staunton Harold
Reservoir

Attenborough Nature
Reserve

Cromford Canal
Chatsworth Park

WEBSITES TO VISIT

www.rspb.org.uk

www.allaboutbirds.org

www.nationalgeographic.com

www.countryfile.com

www.bbwt.org.uk

www.birdspot.co.uk

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YEAR 8 - BIRDS

KEYWORDS	DEFINITIONS
Bird	A bird is a warm blooded, egg-laying, vertebrate animal, that is distinguished by the possession of feathers, wings, a beak, and typically by being able to fly.
Flight	The action or process of flying or moving through the air.
Wings	A modified forelimb that bears large feathers and is used for flying.
Beak	The beak is the part of a bird which it uses for eating, preening, moving objects around, killing prey, looking for food, courtship and feeding it's young.
Bill	Another word to describe the beak.
Feather	All birds grow feather which help them to fly or swim. They also protect their skin, help to attract mates, act as insulation and camouflage. The central part of the feather is called a shaft.

KEYWORDS	DEFINITIONS
Contour Feathers	These feathers cover the wings, body, and tail. They streamline a bird to help give it a smooth, sleek shape.
Down Feathers	These feathers are fluffy feathers which are close to the body, underneath the contour feathers. They help insulate a bird and keep it warm.
Flight Feathers	These feathers are special contour feathers on the wings, shaped to fan the air, creating lift to help a bird get off the ground, move about in the air, and land safely.
Ornithology	The study of birds. People who study birds are called ornithologists
Talon	A talon is a claw on a bird, especially a bird of prey
Wingspan	The wingspan of a bird is the distance from the wingtip to the other wingtip.

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YEAR 8 – BIRDS – MARK HEARLD

MARK HEARLD

Mark Hearld was born in York in 1974. He studied Illustration at Glasgow School of Art from 1994-97 and went on to the Royal College of Art to study for an MA in Natural History Illustration.

Mark Hearld has a fascination with animals and plants, and they lie at the heart of Mark's work. Hen runs, pigeon lofts and foxes appear within his work often.

Mark Hearld works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics.

Mark Hearld's main inspiration is Picasso, but he is also greatly admires the work of Bawden, Ravilious and Piper from the 1930's - and the Neo-Romantic artist/illustrators of the 40's and 50's, Keith Vaughn and Craxton.

Mark has completed commissions for Faber & Faber and Tate Museums. A children's book illustrated by a series of Mark's unique collages was published by Walker Books in 2012.

In Autumn 2012 Merrell Books published "Mark Hearld's Work Book" - the first book devoted to Mark's work.



KEYWORDS

Flora & Fauna	Collage	Depth
Nature	Linocut	Colourful
Mark-Making	Lithograph	Vibrant
Mixed Media	Painting	Expressive
Illustration	Ceramics	Tactile
	Layered	Distinctive

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YEAR 8 – BIRDS – ABBY DIAMOND

ABBY DIAMOND

Abby Diamond is a freelance illustrator from Pennsylvania, America. She graduated in 2012 with a BFA in Studio Art.

Abby Diamond gets inspired mostly by birds, insects and nature, she creates beautiful colourful illustrations of a wide variety of different species.

Abby Diamond uses watercolour, ink and marker pen to create her illustrations. Her technique involves using watercolour and ink which she then allows to dry before soaking the paper with a sponge and finishing with marker pens and fountain pens.

Abby Diamond achieves a layered look within her pieces where she uses watercolour painting and ink drawing. She has a beautifully fluid motion and great sense of movement in her illustrations. Abby Diamond uses watercolour paint almost as if she is letting it do what it wants, such as the splatters, faded areas, how the colours blend together, and the way she lets the colour bleed outside of the lines, all these elements make her work look effortless.

Abby Diamond creates artwork and visual materials for a wide range of industries including, children's art, editorial illustration, clothing design, and the music industry, advertising agencies, magazines, musicians, and a variety of publishers.



KEYWORDS

Effortless	Illustration	Layered
Movement	Watercolour	Line
Motion	Ink	Energetic
Mark-Making	Drawing	Organic
Paint	Drips	Expressive
	Splats	Distinctive

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OUR LANDSCAPE



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YEAR 8 – OUR LANDSCAPE

BRIEF OVERVIEW OF TOPIC

In this project you will begin by exploring the local areas around Derby. We will look at the vast differences between our rural, urban and suburban landscapes.

You will study images of local landmarks and the hidden spaces we sometimes over-look. We will explore our own landscape and how varied it is, we will look at how we can celebrate or expose areas that we inhabit.

You will work in a range of media to present your own response which reflect show you view our city of Derby and also learn how artists have represented their own locations.

You will learn a variety of drawing techniques including 1-point and 2-point perspective, as well as work in a variety of materials including various inks and watercolours. You will also explore printing techniques such as mono printing.

ARTISTS WHO RESPOND TO THEIR LOCATION



George Shaw



Ben Holland



Stephen Wilshire



Rowan Leckie

PLACES TO VISIT

Derby Cathedral
Kedleston Hall
Pickford House
Guildhall Market
The Silk Mill
The Arboretum

The Quad
Derby Museum and Art Gallery
Derby Arena and Velodrome
Pride Park Football Stadium

WEBSITES TO VISIT

<https://www.lovederby.com>
<https://www.derbymuseums.org>
<https://www.industry.org.uk>
<https://www.derbylive.co.uk>
<http://www.derbycathedral.org>
<https://www.visitderby.co.uk>

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YEAR 8 – OUR LANDSCAPE

KEYWORDS	DEFINITIONS
City	In the UK, a city is a place which has been granted city status by the monarch. There are 66 cities in the UK
Town	Town comes from an Old English word that referred to a walled or fenced place, such as a farm, village, or courtyard. Our modern word refers to populated areas with fixed boundaries and a local government.
Suburb	The suburbs are an area where people live, which is away from the centre of a town or city
Village	A village is a small settlement usually found in a rural setting.
Site Specific	A work of art designed specifically for a particular location and that has an interrelationship with the location.
Landmark	A landmark includes anything that is easily recognizable, such as a monument, building, or other structure.

KEYWORDS	DEFINITIONS
Green Belt	An area of open land around a city, on which building is restricted.
Manmade	Made or caused by human beings as opposed to occurring or being made naturally.
Natural	Existing in or derived from nature; not made or caused by humankind.
Commercial	Concerned with or engaged in work for profit.
Residential	Designed for people to live in.
Structures	The arrangement of and relations between the parts or elements of something complex.
Architecture	The art or practice of designing and constructing buildings.
Viewpoint	A position or perspective from which something is seen.
Perspective	Perspective in art, is the representation of three dimensional objects or spaces.

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YEAR 8 – OUR LANDSCAPE – BEN HOLLAND

BEN HOLLAND

Ben Holland is an artist and illustrator based in Heaton in Newcastle Upon Tyne. His drawings reflect his view of Newcastle and the North East. Beyond the great landmarks, they are the places he lives his everyday life. In 2010 he developed his pen and ink style by drawing pubs and cinemas, barber shops and newsagents. To Ben, these places signify Newcastle more than the city's major landmarks. He likes to think of these places being alive with hope, possibility, romance and, in the most atmospheric spots, a certain edginess, something he increasingly hopes to capture within his work.

Ben Holland takes photographs of the pubs from various angles rather than sitting outside them to draw them, as each drawing takes around 20 to 25 hours to complete. He photographs the venues in both day and night before he starts so he can understand the detail in the daylight and where shadows fall or lights shine at night. From that he can draw something that is a mixture of the two giving a unique spin on the building.

Ben Holland exhibits a lot of his work throughout Newcastle Upon Tyne, mainly in the venues that he has drawn. He has previously been nominated as a finalist for The Biscuit Factory's UK Young Artist of the Year Award and he sells his artwork on the internet, at the Baltic shop and also from his stall on the Quayside Market every Sunday.



KEYWORDS

Landmarks	Illustration	Depth
Monochrome	Colour Blocks	Line
Drawing	Everyday Life	Tone
Ink	Atmospheric	Nostalgic
Paint	Pen	Perspective
	Detail	Shadows

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YEAR 8 – OUR LANDSCAPE – ROWAN LECKIE

ROWAN LECKIE

Rowan Leckie is an artist intrigued by themes of belonging and identity as the connections between concrete science and the abstract of philosophical ideas in Phenomenology in relation to the human body and its experience within the World.

She explores family and the history that each person holds in DNA and epigenetic inheritance. She likes to question the grey and in-between of everyday acceptances, the questions we have no answers to or feelings that cannot be easily articulated. These themes are applied in an autobiographical reaction to her own experiences of young motherhood and the discovery of her paternal history during her twenties.

Rowan Leckie works in a range of mediums making artworks in oils, inks and paints as well as exploring textiles and craft. She works from home in her Edinburgh flat. She grew up in Edinburgh and studied here, but she has also lived away from the capital. Each time she returns home she is reminded of the beauty of Edinburgh, as well as the energy it exoduses, particularly during the festival. Rowan draws and paints the city she knows and loves as well as some other subjects matters. She has been making and selling her illustrations around the city in local galleries for around five years intertwined with the raising of her two children. Original prints and greetings cards can be found in galleries and local business in and around Edinburgh.



KEYWORDS

Identity	Ink	Atmospheric
Belonging	Paint	Whimsical
Nostalgia	Drips	Depth
Printing	Wash	Line
Mono Printing	Impressionistic	Colourful
	Painterly	Perspective

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YEAR 8 – OUR LANDSCAPE – STEPHEN WILTSHIRE

STEVEN WILTSHIRE

Stephen Wiltshire draws entire cities from memory. Skylines, streets, and details most people miss, all committed to paper after just one look. As a child, before he could fully speak, he communicated through drawing. His first word? "Paper." Since then, his art has spoken volumes, earning global recognition and even a royal honour.

Stephen was born in London, United Kingdom to West Indian parents on 24th April, 1974. As a child he was mute, and did not relate to other people. Aged three, he was diagnosed as autistic. He had no language and lived entirely in his own world.

At the age of five, Stephen was sent to Queensmill School in London, where it was noticed that the only pastime he enjoyed was drawing. It soon became apparent he communicated with the world through the language of drawing; first animals, then London buses, and finally buildings. These drawings show a masterful perspective, a whimsical line, and reveal a natural innate artistry.

At only eight years old, the UK Prime Minister owned one of his pieces. From soaring above metropolises in a helicopter to capturing their vast complexity with astonishing precision, Stephen's work is a tribute to passion, perseverance, and pure genius. His drawings don't just depict cities—they celebrate them, bringing inspiration to all who see them.



KEYWORDS

Memory	Complex	Pen
Skylines	Precision	Detail
Landmarks	Ink	Depth
Monochrome	Illustration	Tone
Drawing	Vigorous	Perspective
	Expressive	Shadows

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YEAR 8 – OUR LANDSCAPE - GEORGE SHAW

GEORGE SHAW

George Shaw is a contemporary British artist known for his realistic depictions of banal spaces in the English suburbs. Born in 1966 in the Tile Hill suburb of Coventry, United Kingdom, Shaw received his formal training at Sheffield Polytechnic and London's Royal College of Art. Notably, the artist was nominated for the Turner prize in 2011. He currently lives and works in Ilfracombe, United Kingdom.

George Shaw came to prominence with his paintings of the estate where he grew up in the 1970s. He attracted attention for his use of Humbrol enamel, normally used for painting Airfix models. Painting on hard surfaces, such as MDF and plywood, his paintings possessed a distinctly sheeny, reflective, almost lacquered-looking finish.

In the artist's paintings, the presence of graffiti, litter, and architecture, creates an eerie sense of someone else being there. Occasionally, the lights will be on in an upstairs room, but that is as much of a human presence as these paintings ever register. The light is often uniformly dull and subdued, almost sourly so, edging off to evening. There is frequent evidence of the aftermath of rain – the wet sheen on flag stones, making them look uneven, drab, a clichéd reminder of a culture blighted by chill and damp.

Today, Shaw's works are held in the collections of the Royal College of Art in London, the University of Warwick, and the British Council Collection in London.



KEYWORDS

Isolation	Absence	Dilapidated
Eeriness	Subdued	Nondescript
Banal	Dull	Neighbourhood
Humanity	Nostalgia	Troubled
Enamel	Pathos	Haunting
	Realistic	Curious

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ART HISTORY



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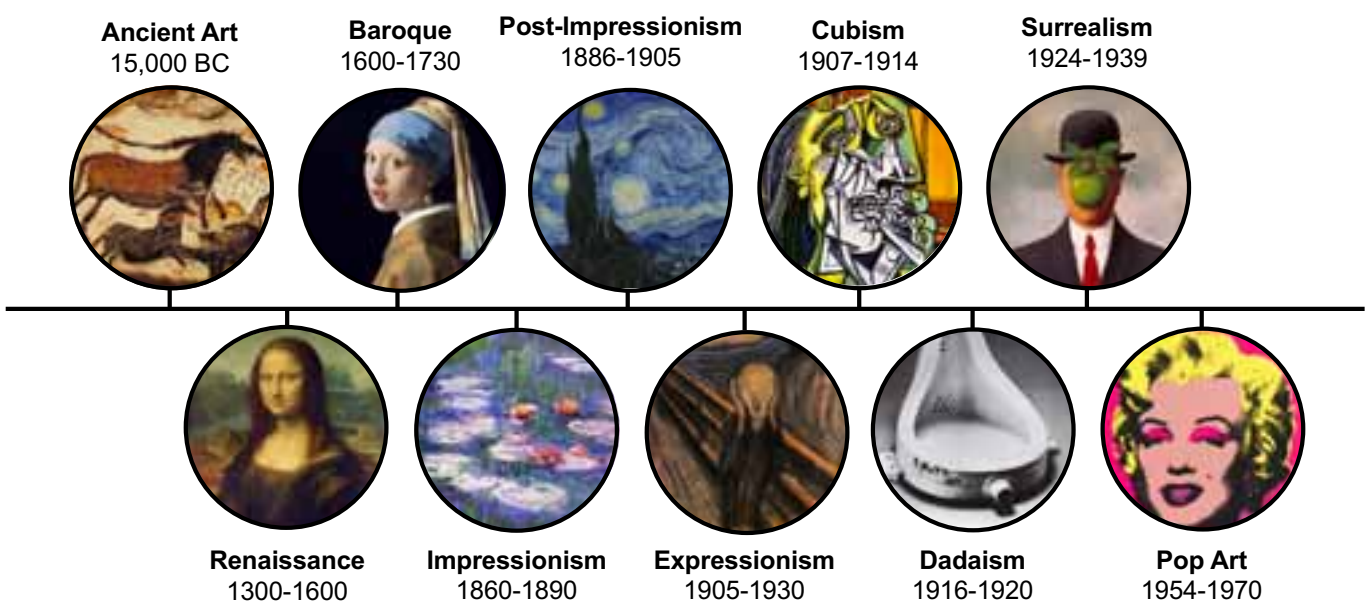
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Page 29-34 Cubism

Page 35-40 Dadaism

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ART HISTORY – WESTERN ART TIMELINE



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ART HISTORY - CUBISM

Cubism was a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted

FAMOUS CUBIST ARTISTS



Pablo Picasso
Weeping Woman
1937



Georges Braque
Mandora
1909-10



Juan Gris
The Guitar
1918



Jean Metzinger
Man with a Pipe
1913



Diego Rivera
Martín Luis Guzmán
1915



Fernand Léger
Still Life with a Beer Mug
1921–2

CUBISM IN DETAIL

Cubism was one of the most influential styles of the twentieth century. It is generally agreed to have begun around 1907 with Picasso's celebrated painting *Les Femmes d'Alger* (O.J. version) which included elements of cubist style. The name 'cubism' seems to have derived from a comment made by the critic Louis Vauxcelles who, on seeing some of Georges Braque's paintings exhibited in Paris in 1908, described them as reducing everything to 'geometric outlines, to cubes'.

Cubism opened up almost infinite new possibilities for the treatment of visual reality in art and was the starting point for many later abstract styles including constructivism and neo-plasticism.

By breaking objects and figures down into distinct areas – or planes – the artists aimed to show different viewpoints at the same time and within the same space and so suggest their three-dimensional form. In doing so they also emphasized the two-dimensional flatness of the canvas instead of creating the illusion of depth. This marked a revolutionary break with the European tradition of creating the illusion of real space from a fixed viewpoint using devices such as linear perspective, which had dominated representation from the Renaissance onwards.

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ART HISTORY - CUBISM

WHAT INSPIRED THE CUBIST STYLE?

Cubism was partly influenced by the late work of artist Paul Cézanne in which he can be seen to be painting things from slightly different points of view. Pablo Picasso was also inspired by African tribal masks which are highly stylised, or non-naturalistic, but nevertheless present a vivid human image. 'A head', said Picasso, 'is a matter of eyes, nose, mouth, which can be distributed in any way you like'.

TYPES OF CUBISM: ANALYTICAL VS. SYNTHETIC

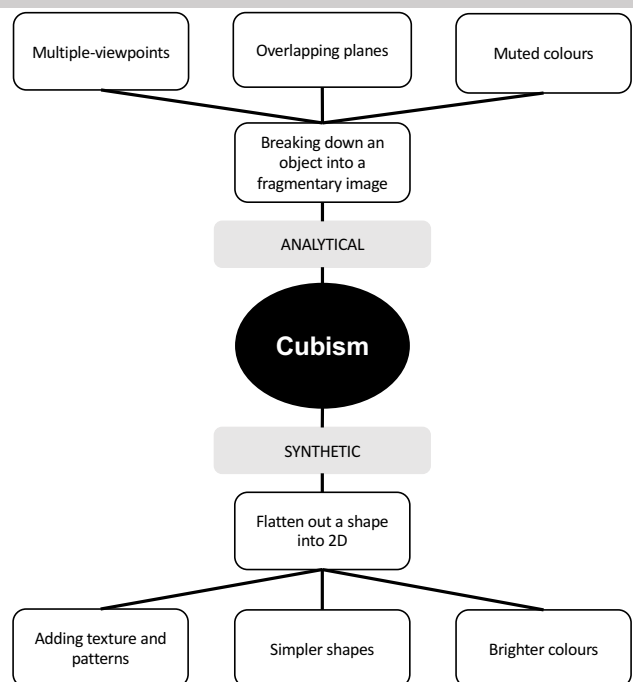
Cubism can be seen to have developed in two distinct phases: the initial and more austere analytical cubism, and a later phase of cubism known as synthetic cubism.

Analytical Cubism ran from 1908–12.

Synthetic Cubism is the later phase of cubism, generally considered to date from about 1912 to 1914.

Synthetic Cubist works also often include collaged real elements such as newspapers.

The inclusion of real objects directly in art was the start of one of the most important ideas in modern art.



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ART HISTORY – CUBISM

KEYWORDS	DEFINITIONS
Abstracted	When an object, figure or landscape is stylized, distorted or exaggerated using colours and textures to communicate a feeling, rather than produce a replica.
Fragmented	Broken or separated into distinct parts
Geometric	Shapes that are mathematical shapes. They are perfect and regular. They are characterised by straight lines, angles and points. An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.
Planes	A surface that is a flat surface, and any distinct flat surface within a painting or sculpture
Three-dimensional	Having or appearing to have length, breadth, and depth.
Two-dimensional	Having or appearing to have length and breadth but no depth

KEYWORDS	DEFINITIONS
Illusion	A deceptive appearance or impression.
Viewpoint	A position or perspective from which something is seen.
Depth	The apparent distance from front to back or near to far in an artwork.
Analytical Cubism	The earlier phase of cubism characterised by its more severe appearance and its interweaving of planes and lines in muted tones of blacks, greys and ochres.
Synthetic Cubism	The later phase of cubism and characterised by simpler shapes and brighter colours. Synthetic cubist works also often include collaged real elements such as newspapers.
Perspective	Perspective in art, is the representation of three-dimensional objects or spaces.
Elements	An essential or characteristic part of a piece of artwork.

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ART HISTORY – CUBISM – PABLO PICASSO

PABLO PICASSO (25 October 1881 – 8 April 1973)

Spanish artist, Pablo Picasso was born in Malaga in 1881. He is one of the most influential artists of the 20th century. His ingenious use of form, colour, and perspective profoundly impacted later generations of painters. Picasso's talent was cultivated early on by his father the painter Jose Ruiz Blasco. Picasso went on to attend the Royal Academy of San Fernando in Madrid and lived for a time in Barcelona before settling in Paris in 1904.

Constantly in search of pictorial solutions and in dialogue with his friend Georges Braque, Picasso melded forms he saw in African sculpture with the multiple perspectives he picked up from Paul Cézanne, to produce Cubism. Not limited to painting, the artist also expressed himself through collage, sculpture, and ceramics.

Having been deeply affected by the ongoing Spanish Civil War, Picasso created what is arguably his most overtly political work *Guernica* (1937), a mural-sized painting depicting carnage with jagged shapes and contrasting grayscale.

The artist was prolific up until his death on April 8, 1973, in Mougins, France. Today, his works are held in the collections of The MOMA in New York, the Tate in London, the Hermitage Museum in St. Petersburg, as well as institutions devoted solely to his life work.



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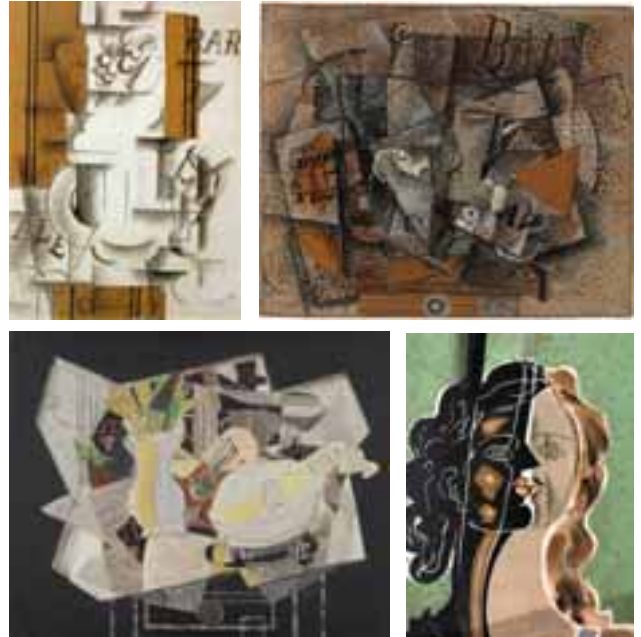
ART HISTORY – CUBISM – GEORGES BRAQUE

GEORGES BRAQUE (23 May 1882 – 31 August 1963)

Parisian painter, Georges Braque was born in 1882. He was most well known for being the founder of Cubism alongside famous artist Pablo Picasso. He also did work which touched on Impressionism, fauvism, and even focused on collage styles of work, which brought together a series of imaginative pieces, bold colours, and distinct shapes and styles to his work.

During the wartime period, the work he put together would change in order to represent the sombre, dark period the world was going through. In between wartime, he would also change the style and themes, to represent lighter times, and happier things which were taking place around him. Although he did change his style, tone, colour use, and design features, he never strayed too far away from Cubism. From 1909 up to 1914, he spent a majority of his career working with Picasso. This was when the two men focused on developing a new style of art. The two developed new themes, bold lines, and a series of darker colour schemes, and created the Cubism style. Georges Braque also incorporated collages, and the use of the entire canvas, to convey pieces that were created.

In his personal life, Georges Braque failed to ever take on larger scale projects; this was namely due to his poor health, which would not allow him to work on major pieces, or spend too much time focused on any individual piece.



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ART HISTORY – CUBISM – JUAN GRIS

JUAN GRIS (23 March 1887 - 11 May 1927)

Spanish painter, Juan Gris born was born in Madrid. Gris studied mechanical drawing at the Escuela de Artes y Manufacturas in Madrid from 1902 to 1904, during which time he contributed drawings to local periodicals. From 1904 to 1905 he studied painting with the academic artist José María Carbonero.

In 1906 he moved to Paris and became friends with Henri Matisse, Georges Braque, Fernand Léger. In Paris, Gris followed the lead of another friend and fellow countryman, Pablo Picasso. By 1912 Gris had developed a personal Cubist style. At first Gris painted in the analytic style of Cubism, but after 1913 he began his conversion to synthetic Cubism, of which he became a steadfast interpreter, with extensive use of papier collé. Unlike Picasso and Braque, whose Cubist works were monochromatic, Gris painted with bright harmonious colours in daring, novel combinations in the manner of his friend Matisse.

Gris was frequently ill with bouts of uremia and cardiac problems. He died of kidney failure in Boulogne-sur-Seine (Paris) in the spring of 1927 at the age of forty, leaving a wife, Josette, and a son, Georges.

The top auction price for a Gris work is £34.8 million, achieved for his 1915 painting *Nature morte à la nappe à carreaux* (Still Life with Checked Tablecloth).



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ART HISTORY – DADAISM

Dada was an art movement formed during the First World War in Zurich in negative reaction to the horrors and folly of the war. The art, poetry and performance produced by dada artists is often satirical and nonsensical in nature

FAMOUS DADAIST ARTISTS



Marcel Duchamp
Fountain
1917



Hannah Hoch
Da-Dandy
1919



Max Ernst
Sacred Conversation
1921



Hugo Ball
Cabaret Voltaire
1916



Francis Picabia
Tableau Rastadada
1920



Raoul Hausmann
Dada Siegt
1920

DADAISM IN DETAIL

Dada artists felt the war called into question every aspect of a society capable of starting and then prolonging it – including its art. Their aim was to destroy traditional values in art and to create a new art to replace the old. As the artist Hans Arp later wrote:

'Revolted by the butchery of the 1914 World War, we in Zurich devoted ourselves to the arts. While the guns rumbled in the distance, we sang, painted, made collages and wrote poems with all our might.'

In addition to being anti-war, dada was also anti-bourgeois and had political affinities with the radical left.

The founder of dada was a writer, Hugo Ball. In 1916 he started a satirical night-club in Zurich, the Cabaret Voltaire, and a magazine which, wrote Ball, *'Will bear the name "Dada". Dada, Dada, Dada, Dada.'* This was the first of many Dada publications. Dada became an international movement and eventually formed the basis of surrealism in Paris after the war.

Leading artists associated with it include **Jean Arp, Marcel Duchamp, Francis Picabia, Max Ernst, Hannah Hoch, Man Ray, Raoul Hausmann and Kurt Schwitters**. Duchamp's questioning of the fundamentals of Western art had a profound subsequent influence.

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ART HISTORY – DADAISM

WHAT INSPIRED THE DADAIST STYLE?

Dadaism was a movement with political overtones – a reaction to the senseless slaughter in the trenches of WWI. It essentially declared war against war, countering the absurdity of the establishment's descent into chaos with its own kind of nonsense.

TYPES OF DADAISM

The Dadaists and the Dada movement did not shy away from experimenting with new media. Jean Arp, for example, explored the art of collage and the potential for randomness in its creation. Man Ray also toyed with the arts of photography and airbrushing as practices that distanced the hand of the artist and thus incorporated collaboration with a chance. Beyond these artistic media, the Dadaists also probed the literary and performance arts. Hugo Ball, for instance, the man who penned the unifying manifesto of Dadaism in 1916, investigated the liberation of the written word. Freeing text from the conventional constraints of a published page, Ball played with the power of nonsensical syllables presented as a new form of poetry. These Dadaist poems were often transformed into performances, allowing this network of artists to move easily between media.



A still from a piece of **Performance Art** at the Cabaret Voltaire in Zurich



Dada **Photography** explored by Man Ray



Photomontage



Collage



A piece of dada **Poetry** by Hugo Ball



Ready Mades

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ART HISTORY – DADAISM

KEYWORDS	DEFINITIONS
Satirical	When irony, sarcasm, humour or exaggeration is used to criticize or discredit something.
Nonsensical	Having no meaning or making no sense.
Bourgeois	Belonging to or characteristic of the middle class, typically with reference to its perceived materialistic values or conventional attitudes.
Anti-Bourgeois	is opposed to anyone or anything considered bourgeois.
Collage	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface
Performance Art	Artworks that are created through actions performed by the artist or other participants, which may be live or recorded, spontaneous or scripted
Photomontage	A photomontage is a collage constructed from photographs

KEYWORDS	DEFINITIONS
Aesthetic	An aesthetic object or a work of art is one that shows great beauty.
Unconscious	An unconscious thought or feeling is one that you do not know you have
Political	Relating to the government of a country
Anti-Art	Anti-art is a term used to describe art that challenges the existing accepted definitions of art
Readymade	A found object, items or products that are not normally considered materials from which art is made, therefore they are 'readymade'
Narrative	A visual narrative is art that tells a story.
Frottage	The technique or process of taking a rubbing from an uneven surface to form the basis of a work of art.

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ART HISTORY – DADAISM – HANNAH HOCH

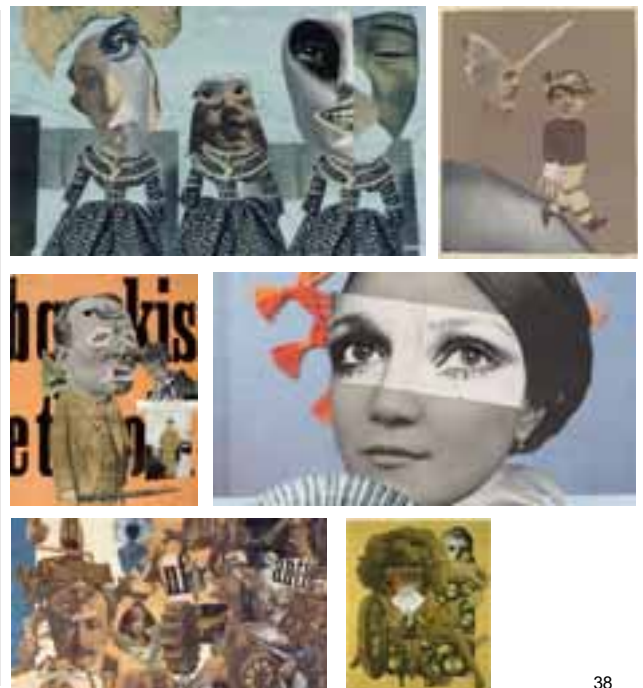
HANNAH HOCH (23 March 1887 - 11 May 1927)

German Dada artist Hannah Hoch born in Gotha, Germany in 1887, is known for her political photomontages made from newspaper clippings and found objects. Her work often engaged with the early 20th-century ideal of the "New Woman"—one who challenged the traditional domestic role of females.

The artist is most commonly associated with her photomontage 'Cut with the Kitchen Knife through a Beer-Belly of the Weimar Republic' (1919-1920) (bottom left), which critiqued the male-dominated political apparatus, a system the artist believed resulted in the failure of the Weimar Republic and the increasing militarization in post-World War I Germany.

Hoch studied at the Berlin's College of Arts and Crafts, training that was not available to many European women at the time. In 1915, Höch formed a romantic relationship with artist Raoul Hausman, who introduced her to Dadaism. In 1926, she split from Hausman and moved to the Netherlands, where she worked alongside several influential artists including Piet Mondrian and Kurt Schwitters. Later in her career, the artist lived in Berlin and was forced to stop showing her work in public after her art was deemed degenerate by the Nazi regime.

Höch died on May 31, 1978 in Berlin, Germany. Her work is currently held in the collections of the MOMA in New York, and the Berlinische Galerie.



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ART HISTORY – DADAISM – MARCEL DUCAMP

MARCEL DUCAMP (28 July 1887 – 2 October 1968)

French artist Marcel Duchamp was born in Blainville, Normandy. He was the son of a notary and the younger brother of the painter Jacques Villon and the Cubist sculptor Raymond Duchamp-Villon. He studied at the Académie Julian in 1904-5. His early figure paintings were influenced by Matisse and Fauvism, but in 1911 he created a personal brand of Cubism combining earthy colours, mechanical and visceral forms, and a depiction of movement which owes as much to Futurism as to Cubism. His *Nude Descending a Staircase, No.2*, 1912, created a sensation at the 1913 New York Armory Show. Duchamp did very little painting after 1912, creating the first of his 'ready-mades' in 1913. These were ordinary objects of everyday use, sometimes slightly altered, and designated works of art by the artist. His earliest ready-mades included *Bicycle Wheel* (1913), a wheel mounted on a wooden stool, and a snow shovel entitled *In Advance of the Broken Arm* (1915). One of his best-known pieces is a urinal, titled *Fountain* and signed 'R. Mutt', which he submitted to an exhibition of the Society of Independent Artists in New York in 1917. In the ensuing controversy, the concept of the ready-made became associated with an assault on the conventional understanding of the nature and status of art. Duchamp also used ready-mades as parts of a private symbolic language. Duchamp spoke of how using prefabricated objects freed him from the 'trap' of developing a particular style or taste. His friendship with Man Ray led to their publication of *New York Dada* in 1921. In the last twenty years of his life, he worked in secret on a three-dimensional realisation of 'The Bride Stripped Bare by her Bachelors'.



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ART HISTORY – DADAISM – RAOUL HAUSMANN

RAOUL HAUSMANN (12 July 1886 - 1 February 1971)

Austrian artist Raul Hausmann was born on July 12, 1886 in Vienna, Austria, he was exposed to art at a young age by his father who was a painter. He and his family moved to Berlin in 1900, where 8 years later he entered into the studio of Arthur Lewin-Funcke. In 1917, having mostly produced works in the aesthetic idiom of German Expressionism, he met Richard Huelsenbeck, who introduced him to the tenets of Dada. In the years that followed, Hausmann wrote several essays and exhibited works alongside his lover Hannah Höch as well as George Grosz and John Heartfield. During the Nazi regimes rise to power, Hausman and his new wife, fled to Ibiza, Spain.

Raoul Hausmann was known for his inventive collages, photographs, and photomontages. Hausmann's works as well as his writings, contributed a great deal to the discourse of the Berlin Dada group during the 1920s. "What is important is that our optical awareness rids itself of classical notions of beauty and opens itself more and more to the beauty of the instant," he once wrote. After World War II, he dedicated much of the rest of his career to publishing writings about Dadaism. Hausmann died on February 1, 1971 in Limoges, France.

Today, the artist's works are held in the collections of The Museum of Modern Art in New York, the National Gallery of Art in Washington, D.C., and the Tate Gallery in London, among others.



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Year 8 Computer Science Knowledge Organiser

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Page 42 – Computer Hardware

Page 49 – Python Programming

Online Safety

1. **Don't** give out your personal details
2. If you share a picture remember it can easily be changed
3. Remember people lie online
4. **Don't** meet up with strangers without an adult you trust
5. **Always** report problems

Netiquette rules:

- When posting on sites don't be abusive (you can disagree with someone without name calling!)
- Remember that posts are public
- Stay on topic when posting in forums
- Do not post copyrighted material
- When sending emails always include a subject and suitable message

Online Safety

Childline Number: 0800 1111

www.nspcc.org.uk/keeping-children-safe/online-safety/

saferinternet.org.uk/

www.getsafeonline.org/

Media – Vector Graphics

Inkscape General Setup

How to... Create a new **.svg** file

Steps

1. Run Inkscape (vector graphic editing program).

2. Save a new **.svg** file.

Instructions

Use the menus: **File** > **Save**



Select a suitable folder to place your file in.

Enter a suitable file name for your new **.svg** file.

Make sure you set the type to 'Inkscape SVG (*.svg)'

To finish, click the **Save** button.

How to... Zoom in and out

Steps

1. **Zoom** in and out on the canvas.

Zooming in and out is something that you will need to do very often when working with vector graphics.

Instructions

Use the **Zoom** tool:



Click on the **Zoom** tool then click on the canvas to zoom in.

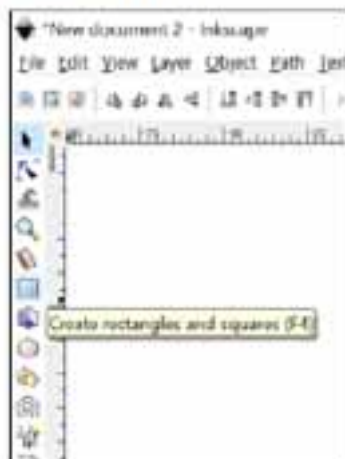
Click on the **Zoom** tool then hold the Shift key and right click on the canvas to zoom out.

Activity 1 – Create shapes

How to... Create a rectangle/square

Steps

1. **Drag** a rectangle/square shape onto the canvas.



Instructions

Select the rectangle/square tool from the tool bar on the left side of the screen (the square icon).

Click and hold the left mouse button on the canvas.

Drag the mouse to draw a rectangle/square to the required size.

Release the left mouse button to finish drawing your rectangle/square.

How to... Create an ellipse

Steps

1. **Drag** an ellipse shape onto the canvas.



Instructions

Select the ellipse tool from the tool bar on the left side of the screen (the circle/ellipse icon).

Click and hold the left mouse button on the canvas.

Drag the mouse to draw an ellipse to the required size.

Release the left mouse button to finish drawing your ellipse.

How to... Create a polygon

Steps

1. **Drag** a polygon shape onto the canvas.



Instructions

Select the star/polygon tool from the toolbar on the left side of the screen (the star/polygon icon).

Select the polygon icon at the top of the screen. The shape-specific attributes for polygons will appear.

Click and hold the left mouse button on the canvas.

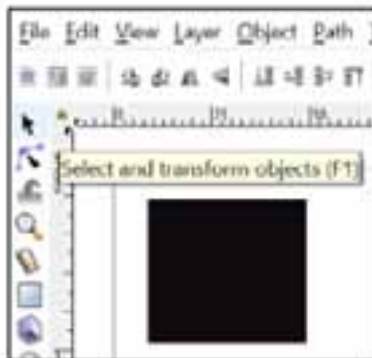
Drag the mouse to draw a polygon to the required size.

Release the left mouse button to finish drawing your polygon.

How to... Alter the height and width of a shape

Steps

1. **Select** the shape you wish to alter.



Instructions

Select the selection tool from the tool bar on the left side of the screen (the black arrow icon)

Click on the shape to select it.

Black double-ended arrows will appear around the selected shape.

2. **Alter** the height and width of a rectangle/square.



There are two ways to alter the height and width of a rectangle/square.

Method 1:

Click and drag the nodes in the top left or bottom right corner of the selected rectangle/square]

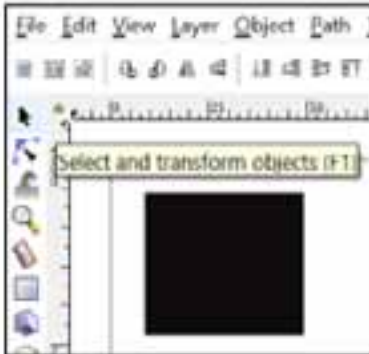
Method 2:

To alter the height and width more accurately, change the **W:** (width) dimension and the **H:** (height) dimension at the top of the screen by using the up and down arrows or entering the required height and width.

How to... Add rounded corners to rectangle/square

Steps

1. **Select** the rectangle/square you wish to alter.



Instructions

Select the selection tool from the tool bar on the left side of the screen (the black arrow icon).

Click on the required rectangle/square to select it.

Black double-ended arrows will appear around the selected rectangle/square.

2. **Add** rounded corners to your rectangle/square.



Click and drag the vertical and horizontal radius nodes in the top right corner of the selected rectangle/square.

Activity 2 – Change fill and outline

How to... Alter the fill of a shape

Steps

Instructions

1. **Select** the shape you wish to alter.



Select the selection tool from the tool bar on the left side of the screen (the black arrow icon).

Click on the required shape to select it.

Black double-ended arrows will appear around the selected rectangle/square.

2. **Select** the required fill colour



Click on the fill tab from the fill and stroke window on the right side of the screen.

Choose a paint type by clicking on one of the options shown as squares. Options include: No paint, Flat colour, Linear gradient, Radial gradient, Pattern, Unset paint. Use flat colour for now.

Below the text that reads 'flat colour', select the wheel option.

Select a colour from the outer wheel.

Select the required tone from the centre triangle

Tip:

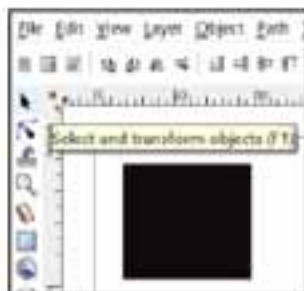
You can also choose a fill colour for a selected shape using the bar at the bottom of the page.



How to... Alter the stroke of a shape

Steps

1. **Select** the shape you wish to alter



Instructions

Select the selection tool from the tool bar on the left side of the screen (the black arrow icon).

Click on the required shape to select it.

Black double ended arrows will appear around the selected rectangle/square.

2. **Select** the required stroke colour.



Click on the stroke paint tab from the fill and stroke window on the right side of the screen.

Choose a paint type by clicking on one of the options shown as squares. Options include: No paint, Flat colour, Linear gradient, Radial gradient, Pattern, Unset paint. Use flat colour for now.

Below the text that reads 'flat colour', select the wheel option.

Select a colour from the outer wheel

Select the required tone from the centre triangle

Tip:

You can also choose a stroke colour for a selected shape using the bar at the bottom of the page, once a paint type has been selected.



3. **Select** the required stroke style.

Click on the stroke style tab from the fill and stroke window on the right side of the screen.



Change the width to the required size.

Select a suitable dash pattern.

Activity 3 – Rotate and reposition

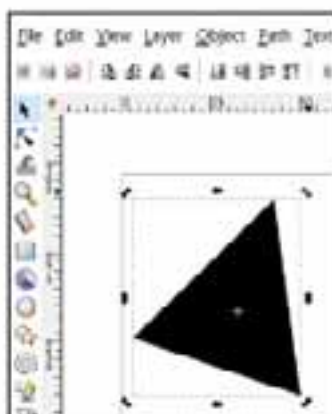
How to... Rotate a shape

Steps

Instructions

1. **Select** the shape you wish to rotate.
2. **Rotate** the selected shape.

Click **twice on a shape** and the double arrows around the shape will change direction to point around the edge of the shape. Click on any one of the double arrows and drag to rotate the shape in any direction.

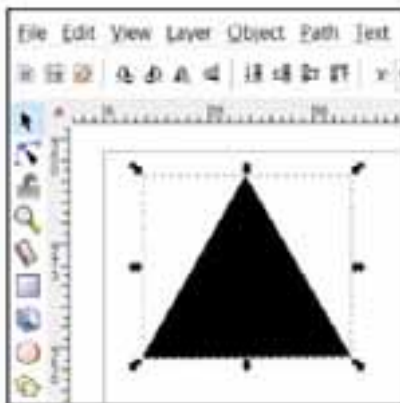


How to... Move a shape

Steps

1. **Select** the shape you wish to move.

1. **Move** the selected shape.



Instructions

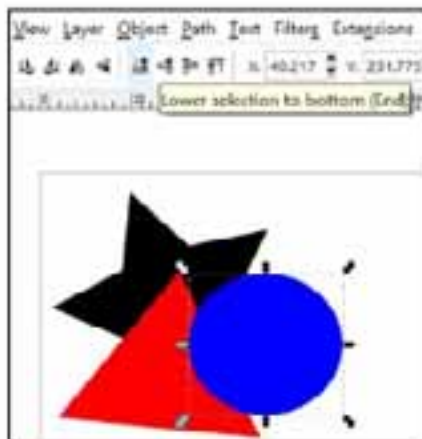
Click and drag the shape to a different position on the page.

How to... Alter the z-order of a shape

Steps

1. **Select** the shape you wish to change the z-order for.

2. **Change** the z-order of the selected shape



Instructions

Click on the **Lower selection to bottom** button at the top of the screen to send the selected shape to the back/behind the other shapes on the canvas.

Click on the **Lower selection one step** button to send the selected shape one step back/behind the previously created shape on the canvas.

Click on the **Raise selection to top** button to send the selected shape to the front/in front of the other shapes on the canvas.

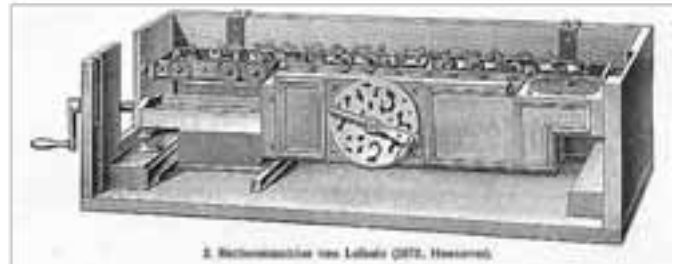
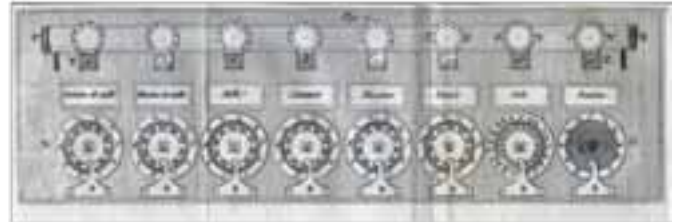
Click on the **Raise selection one step** button to send the selected shape one step forward/in front of the shape created directly afterwards on the canvas.

Layers of Computing Systems

The Pascaline and the stepped reckoner

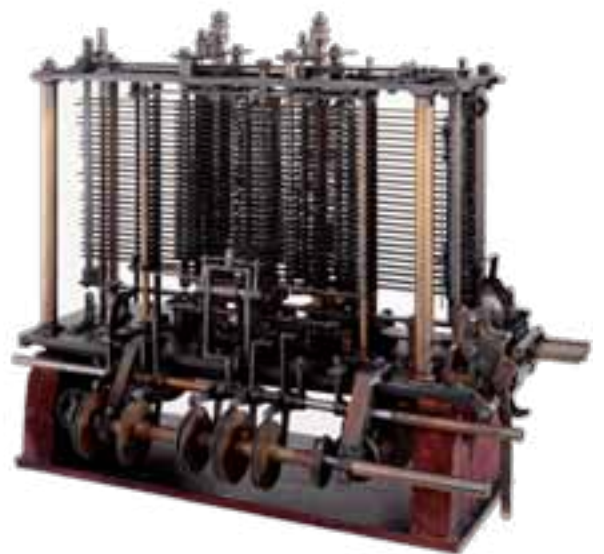
Pascal (1642) and Leibniz (1672) designed calculating machines.

Leibniz's machine was the first to add, subtract, multiply, and divide.



Babbage's Analytical Engine

Babbage (1837) conceived of a programmable machine that would perform calculations, as specified by **instructions** on punched cards.



Automate the process

Calculating machines	Modern computers
"	Receive input , process it, produce output
Purpose-built: designed to automate a specific process	General-purpose: designed to automate any process, as specified by a program
The data and operations to be performed are either specified manually by the user, or hardwired into the machine.	The data and instructions to be performed can be stored in memory .

What makes a computer different...

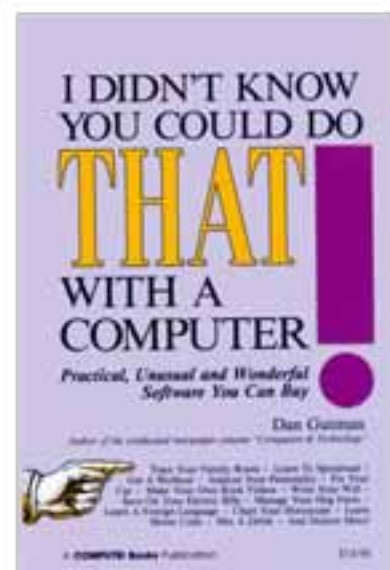
...than an appliance such as a dishwasher?

The computer is the only appliance that can do more than one thing. Toasters toast. Refrigerators cool. Lamps illuminate.

One appliance, one task.

But the computer can do hundreds of tasks. **The computer doesn't have a specific, well-designed purpose.**

”



I didn't know you could do that with a computer! – Dan Gutman (1986)

The purpose of a general-purpose computer is to **execute programs** that operate on data.

Through each program, the computer transforms itself into a machine that performs a specific task.

This is essentially how Alan Turing described it.



Your software

You use programs for every task that you perform on your computer.

The word **software** simply means **programs**.



The word **computer** applies to all kinds of general-purpose computing devices.



The **physical components** of a computing system are called **hardware**.

Hardware is any component of a computing system that you can touch.

The **programs** of a computing system are called **software**.



	Desktop	Laptop	Phone	Raspberry Pi 4	micro:bit	Rover
Processor	✓	✓	✓	✓	✓	✓
Memory	✓	✓	✓	✓	✓	✓
Storage	✓	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓	✓
Graphics processor	✓	✓	✓	✓		
Input and output		✓	✓		✓	✓
Connections	✓	✓	✓	✓	✓	
Weight		✓	✓	✓	✓	

The **storage** (secondary memory) is the set of components that **stores** programs and data.

Storage is **persistent**: it retains its contents when the power is off.

Storage technology evolves over time.
The concept of storage is a constant.

Question Name a few common storage devices.



Hard disk (HDD)



Solid-state drive (SSD)



SD card



USB stick



Optical disc

The main **memory** is the component that **stores** the programs and data **currently in use**.

Memory is **volatile**: its contents are lost when the power is off.

Terminology: The main memory is commonly referred to as **RAM** (random-access memory).



This is what the main memory looks like in desktops and laptops.

Sometimes, memory is integrated with other components, rather than being a separate component.

The **processor** is the component that **executes** program instructions.

An instruction may:

- Perform arithmetic or logic operations on data
- Perform input/output of data
- Control program flow

Terminology: The processor is commonly referred to as the **CPU** (central processing unit).



This is what the processor looks like in desktops and laptops.

Sometimes, the processor is integrated with other components, rather than being a separate component.

Computing systems exchange information and form networks using **communication** components.

Programs and **data** are transferred between computing systems, when required.

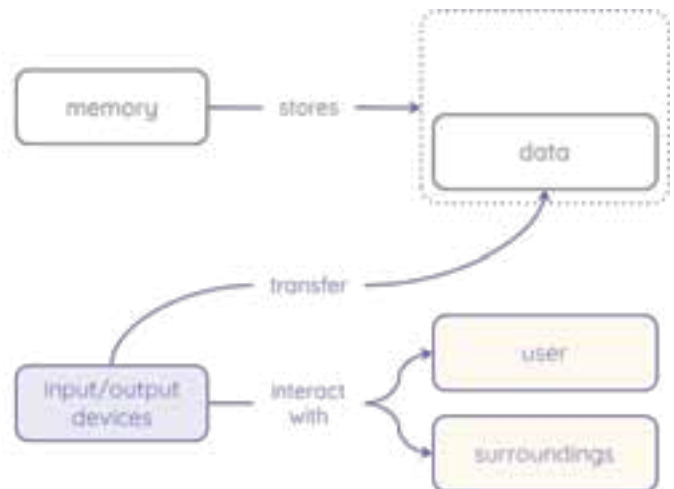
This allows:

- Input to be obtained remotely
- Data to be stored on remote systems
- Programs to be executed remotely

Computing systems interact with the user and their surroundings through devices for **input** and **output**.

Input: data **received** by a system

Output: data **transmitted** from a system



Input Devices



Keyboard



Mouse



Camera



Microphone

Sensors



Screen



Speakers



Printer



Projector



LEDs



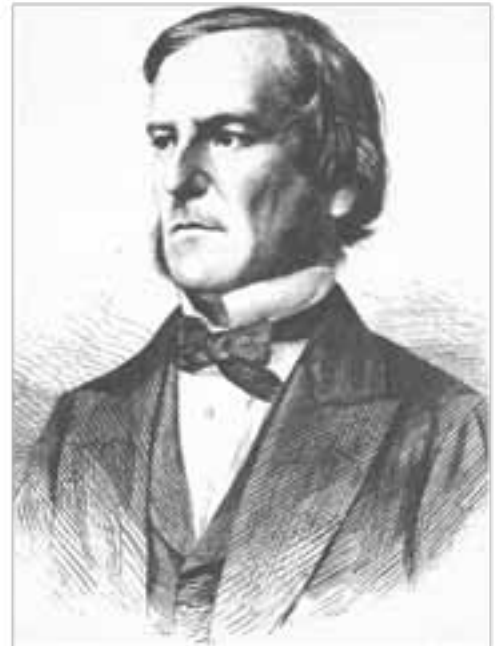
Motors

Boolean logic

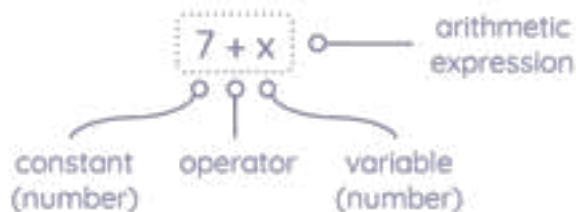
In 1854, George Boole published *The Laws of Thought*.

The book didn't really capture how we think.

It was an effort to represent **logic** and **reasoning** as **mathematical operations**.

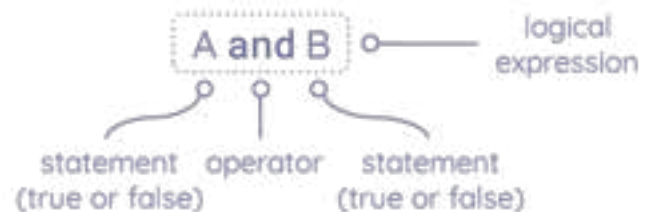


Arithmetic operations, such as addition, operate on numbers.



The result, the value of an arithmetic expression, is also a number.

Logical operations operate on statements that are **true** or **false**.



The result, the value of a logical expression, is either true or false.

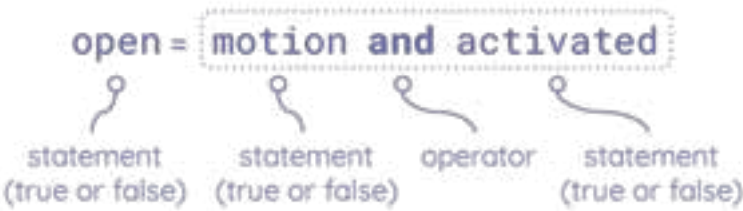
Boolean logic - Examples



go out	
raining	not raining
true	false

The statement not A is true when A is false and vice versa.

Boolean logic - Examples



open	
motion	activated
true	false
true	true

The statement A and B is true when both A and B are true.

Logic gates and logic circuits

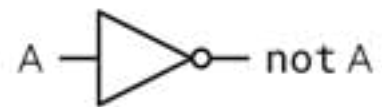
Logical expressions — **logic circuits** can be represented using diagrams



Logical operations — **logic gates** can be represented using symbols



We use this **abstract** representation because we are not interested in the details of the circuit.



Scratch Programming

Scratch 3 Component	What it means
Sprite	The character within your program that is being controlled by commands.
Script	Each script is a group of commands. Each sprite can execute one or more scripts.
Costume	Each sprite can have many costumes. These are found in the purple Looks commands and control the appearance of the sprite.
Stage	Includes backgrounds for the Scratch project and scripts but no motion commands as the stage cannot move.
Clone	A copy of a sprite. Each sprite can spawn many clones.

Terminology	What it means
Iteration	A command that repeats or loops For example: Repeat 10 , Repeat until , Forever
Selection	IF ELSE command that selects which programming path to follow
Condition	A condition is either true or false, for example touching colour red. In Scratch these commands have a long hexagon shape – either green or light blue
Broadcasts	A broadcast is a message that is sent by one sprite to other sprites. Upon receiving a broadcast a script can begin execution.
Variable	A value stored by the program that can change . For example, Set Score to 0

HTML Programming

HTML Start & End Tags	What it means
<HTML> </HTML>	The start and end tags for the HTML webpage.
<Head> </Head>	The Head section of the webpage. Style rules can be put in here.
<Body> </Body>	The Body section of the webpage. All the content of the webpage such as the text, images and hyperlinks is put in here.

HTML Start & End Tags	What it means
<p> </p>	Paragraph <p>This is all about</p>
<h1> </h1>	Heading 1. <h1>My Webpage</h1>
	Image tag. (There is no end tag). The source of the image is included in the tag. Eg.
<a> 	Anchor start and end tags. These are used for hyperlinks. Eg. Page 2

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Computer Hardware

Computer Hardware – the **physical** components that make up the inside of the computer so it can work effectively

Hardware name	Description	Hardware name	Description
CPU Central Processing Unit	The CPU is like the brain of the computer. It does all the 'thinking' or processing.	HDD Hard Disc Drive	This is non-volatile storage and is like long-term memory . HDDs have a large capacity and can store large amounts of programs, files and data.
RAM Random Access Memory	This type of memory is volatile which means always changing. It is like short-term memory . It is wiped when the power is off.	SSD Solid State Drive	This is non-volatile storage that is FAST and ROBUST. They are more expensive for their capacity than HDDs. They are also like long-term memory .
Motherboard	This is like the skeleton of the computer because everything else plugs into it.	DVD Drive Digital Versatile Disc Drive	DVD, Blu-ray and CD Drives are optical storage which means they use a laser to store and read the data.
Graphics Card	This is like a personal assistant to the CPU. It handles all the graphics processing leaving the CPU to process everything else.	PSU Power Supply Unit	The PSU is like the heart of the PC. It provides the power needed for each component to run effectively.

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Computer Hardware Topic

Computer Hardware – can be measured in terms of speed and capacity – often preceded by an indication of size using a letter

Measurement	Speed
Speed	The time taken to complete something, measured in Hertz (Hz) e.g. KHz
Capacity	The storage capability of the system, measure in Bytes (B) e.g. 16 GB

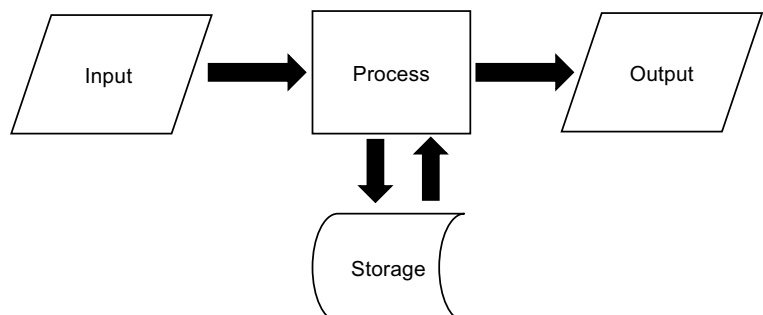
Size	Description
bit (b)	0 or 1. The smallest unit on a computer.
Byte (B)	8 bits
KiloByte (KB)	1 Thousand Bytes
MegaByte (MB)	1 Million Bytes
GigaByte (GB)	1 Billion Bytes
TeraByte (TB)	1 Trillion Bytes

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Computer Hardware Topic

Computer Hardware– the devices that connect to the computer to enable it to be used

Type of device	Description
Input Devices	Allow data to be entered into a computer
Processing Devices	Processes data within a computer
Output Devices	Allow information to be retrieved and interpreted
Storage Devices	Can be both internal and external Allows files to be retrieved



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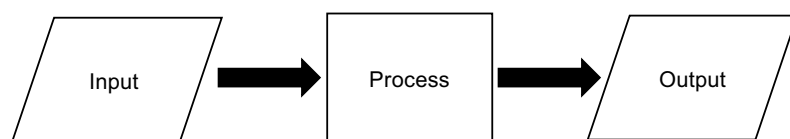
Computer Hardware Topic

Common Types of Input Devices

Device	Description
Keyboard	Allows characters to be entered using keys
Mouse	A hand-held device that detects motion which in turn moves a pointer which is displayed on a monitor
Microphone	Allows for audio input
Touchscreen	Allows data and information to be input via a screen using touch

Common Types of Output Devices

Device	Description
Monitor	Allows data and information to be displayed on a screen
Speakers	Allows audio to be heard
Touchscreen	Allows data and information to be displayed on a screen
Printer	Allows files to be printed out to become a physical document



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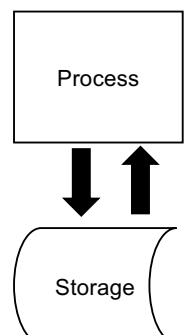
Computer Hardware Topic

Common Types of Processing Devices

Device	Description
CPU (Central Processing Unit)	Where the main processing takes place within the computer.
GPU (Graphical Processing Unit)	A processor designed to speed up the rendering of images
Network Card	A device that connects a computer to a network
Sound Card	Provides input and output of audio signals to and from a computer

Common Types of Storage Devices

Device	Description
USB Flash Drive	A small external drive that can be plugged in to a USB port
CD	A circular disc that can hold data stored as notches and read by a laser from an optical drive
DVD	A circular disc that can hold data stored as notches and read by a laser from an optical drive, larger storage capacity than a CD
HDD	Uses magnetic storage to hold data



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Computer Hardware and Software Topic

As part of this topic you will present your work using presentation **software**.

Below is a reminder of what to think about when creating a presentation.

What to consider	How to do it	Why it is important	What to consider	How to do it	Why it is important
A simple colour scheme	Use a dark background with light writing or a light background with dark writing.	It will make the text easier to read.	Relevant, high quality images	Ensure any images used are not blurry and are relevant to the text on the slide.	If the images are not relevant or poor quality it makes the presentation look unprofessional
Limit bullet points and text	5 bullet points of one sentence each is usually enough.	Too much information on one slide can become distracting and may not be read.	Ensure the text is in your own words	After reading the information, see if you can reword the key explanations.	There are copyright issues to consider and it also shows that you have used only the key information.
Limit animations and transitions	Choose one type of animation and one type of transition and apply them only where needed.	If there are too many used or they are not consistent, it can look unprofessional and become distracting			

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Computer Hardware and Software Topic

As part of this topic you will be using the Internet to research about **Computer Hardware and Software**.

Below are two reminders of what you could do when entering search criteria online for better results.

What to consider	How to do it	Example
Use specific terms	Instead of entering a whole sentence as a search term, select the keywords from the sentence	Instead of searching for: 'How is an Ethernet cable used in a computer?' you could just search using 'Ethernet Cable Uses'
Use quotations for exact phrases	If you know the exact wording then use speech marks " " to restrict the search to just those terms	If you wanted to know 'how a firewall protects a computer from unauthorised access' is you could search using the phrase "firewall preventing unauthorised access"

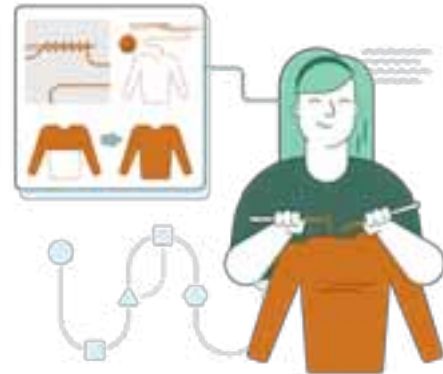
48

Python Programming

An **algorithm** is a set of **precise instructions**, expressed in some sort of **language** (e.g. textual, visual).

Understanding the language is necessary in order to **execute** the instructions.

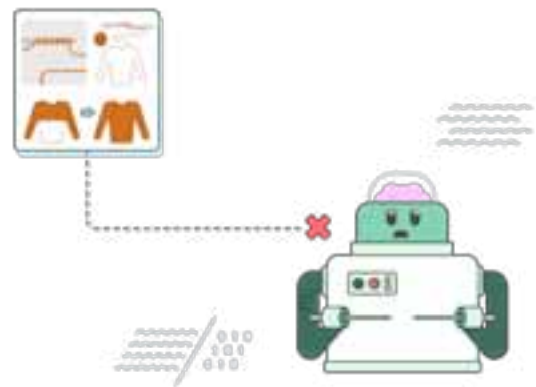
Executing these instructions is meant to solve a **problem**.



Programs

A **program** is a set of precise instructions, expressed in a **programming language**.

Translating the programming language is necessary for a machine to be able to **execute** the instructions.

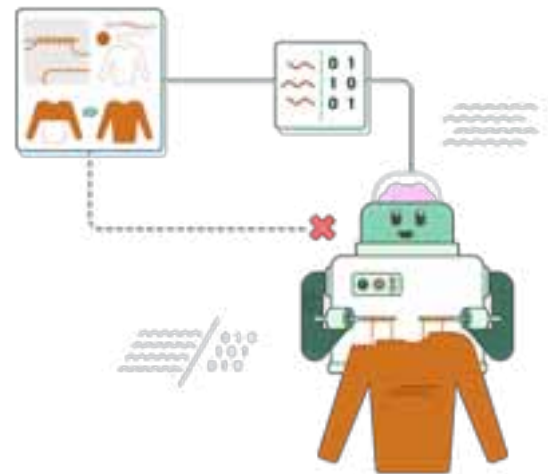


Python programs

To execute a Python program, you need a **Python interpreter**.

This is a program that translates and executes your Python program.

The Python interpreter doesn't necessarily run on your computer.



Syntax

All programming languages have rules for **syntax**, i.e. how statements can be assembled.

Programs written in a programming language must follow its syntax.

Programs with **syntax errors** cannot be translated and executed.

All languages have rules for **syntax**, i.e. how sentences can be assembled.

Speech or text in a language must follow its syntax.

Humans can infer meaning even in cases when syntax rules are violated.

For example, “tonight see you”, instead of “see you tonight”, will probably be understood.

Syntax



All programming languages have rules for **syntax**, i.e. how statements can be assembled.

Programs written in a programming language must follow its syntax.

Programs with **syntax errors** cannot be translated and executed.



In Scratch, syntax errors are not possible: rules are enforced by the blocks and the way they fit together.

You can still make **logical errors**! That's when your program doesn't work the way it should.

Syntax



All programming languages have rules for **syntax**, i.e. how statements can be assembled.

Programs written in a programming language must follow its syntax.

Programs with **syntax errors** cannot be translated and executed.

```
if remaining < 10:
    print("We are getting there")
else:
    print("Still some way to go")
```

In Python, you can (**and you will**) make syntax errors. You will need to follow the syntax rules.

Syntax errors can be frustrating when you start learning a text-based programming language.

Syntax

SyntaxError: invalid syntax

SyntaxError: Missing parentheses in call to 'print'.

SyntaxError: EOL while scanning string literal

Don't be overwhelmed by these errors. They are here to discourage the faint-hearted. **You** can fix them!

Activity 2

Your first steps in Python: commentary

```
user = "Claude"
print("Hello", user)

lucky = 13
print("My lucky number is", lucky)
```

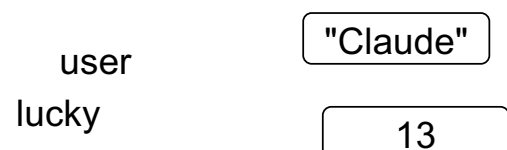
user is a variable.

It is assigned a **string** value.

lucky is another variable.

It is assigned an **integer** value.

It is useful to **sketch** variables and their corresponding values, as they change during program execution.



Your first steps in Python: commentary

```
print("What's your name?")
user = input()
print("Hello", user)
```



You will need the input function:
when your program must receive
keyboard input from the user.

When input is invoked, the program
pauses, waiting for keyboard input.

The text typed by the user is **assigned** to
the user variable.

We can refer to the value of user in the
program without knowing what it will be.

Assignments

```
days = 365
print(days, "days in a year")
```



Assignments are **not** equations.

This assignment does **not** mean that the
days variable always equals 365.

Assignments are **instructions** to be
executed.

This is an instruction to assign the value
365 to the days variable.

A subsequent assignment can assign a
new value to the days variable, **replacing**
the previous value.

Assignments with expressions

```
days = 7 * 31 + 4 * 30 + 28
print(days, "days in a year")
```



You can use **expressions** in assignments.

This is an instruction to **evaluate** the expression on the right

and then assign the value to the **days** variable on the left.

Tip: Read assignments from right to left.

A subsequent assignment can assign a **new** value to the **days** variable, **replacing** the previous value.

Arithmetic operators (in Python)

You can use these operators to form arithmetic expressions.

+	addition
-	difference
*	multiplication
/	division
//	integer division
%	remainder of integer
division	
**	exponentiation

Examples

$a + 1$	a plus 1
$b - c$	b minus c
$3 * d$	3 times d
$9 / 4$	9 divided by 4 (value: 2.25)
$15 // 2$	quotient of $15 \div 2$ (value: 7)
$15 \% 2$	remainder of $15 \div 2$ (value: 1)
$2 ** 8$	2 to the power of 8 (value: 256)

Referring to variables

```
days = 7 * 31 + 4 * 30 + 28
quad = 4 * days + 1
print(quad, "days in four years")
```

An expression can **refer** to the values of variables.

To evaluate this expression, the `days` variable must have been assigned a value.

During program execution, a variable must have been assigned a value before that value is referred to.

The machine

executes the code

```
days = 7 * 31 + 4 * 30 + 28
quad = 4 * days + 1
print(quad, "days in four years")
```

Current instruction

Evaluate the expression
and assign the value to `days`.

⌚ Calculate the days in a year.

State

days 365

Output

The machine

executes the code

```
days = 7 * 31 + 4 * 30 + 28  
quad = 4 * days + 1  
print(quad, "days in four years")
```

Current instruction

Evaluate the expression
and assign the value to quad.

? Calculate the days in four years.

State

days	365
quad	1461

Output

The machine

executes the code

```
days = 365  
quad = 4 * days + 1  
print(quad, "days in four years")
```

Current instruction

Display the value of quad
and the literal "days in four years".

? Display the result.

State

days	365
quad	1461

Output

1461 days in four years

Year 8 Dance & Drama Knowledge Organiser

Drama

Page 2 & 3 – The origins of Greek and Elizabethan theatre: 'Horrible Histories'

Page 4 - Devising Drama exploring social media

Page 5 – Devising Drama Superheroes

Dance

Page 6 & 7 - Dance Skills

Page 8 - Unit 1: West Side Story

Page 9 to 11- Unit 2: Emancipation of Expressionism

Page 12 to 13 - Unit 3: Bollywood

1

Year 8 Drama – Unit 1: The origins of Greek and Elizabethan Theatre: 'Horrible Histories'

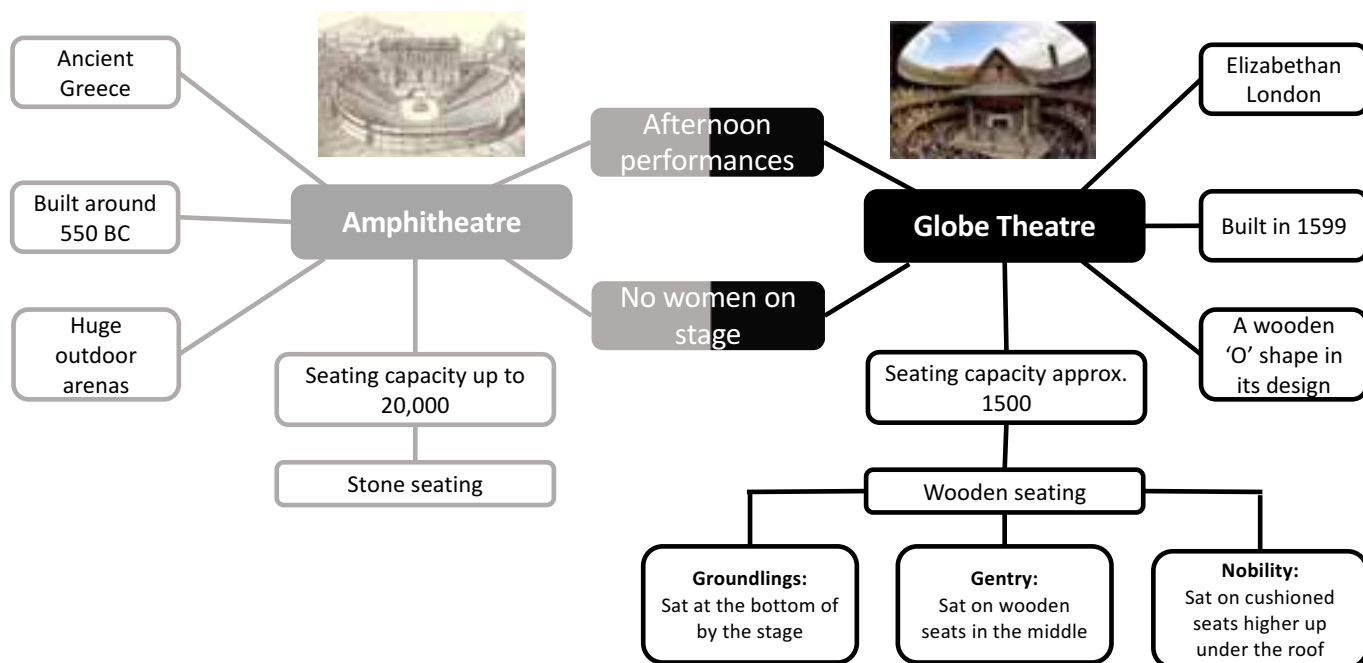
Keywords for the unit	
Amphitheatre	A type of traditional Greek theatre which is open air and has a performance space in the centre and seating around the side 'in the round'.
Chorus	A group or ensemble of male actors who contribute to the story by narrating action and voicing opinions on main characters.
Mask	A large mask worn over the face in all Greek Drama to help identify each character
Comedy	A genre of theatre, usually humorous and/or topical which usually ends with a wedding.
Tragedy	A genre of theatre dealing with human emotions and crises which follows the downfall of the central character and always ends with at least one death.
Parody	A type of comedy in which a serious issue is presented in a funny way, often using modern references (Horrible Histories).
The Globe	A theatre built in London associated with William Shakespeare. Built in 1599 by Shakespeare's company 'The Lord Chamberlains men'.
Groundling	A person who visited the theatre in the early 17 century that stood in the bottom level because they were too poor to pay to sit on the three levels of the theatre.
Gentry	Middle class people who would pay to sit in the gallery of the theatre. They would often have a cushion to sit on.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
Projection	When you speak clearly and can be heard by an audience

Keywords	MOVEMENT
Gestures	How you move any part of your body to show a mood, feeling or idea
Facial expressions	Using your face to show emotions, mood, feelings and responses
Eye contact	When you establish eye contact with another actor or the audience
Posture	How you hold your body/your stance

2

Year 8 Drama – Unit 1: The origins of Greek and Elizabethan Theatre: ‘Horrible Histories’



3

Year 8 Drama – Unit 2 : Devising Drama Exploring Social Media

Keywords for the unit

Ensemble	Where all the actors have equal amounts of time onstage and all work together to create a piece that feels like a 'group' piece.
Verbatim Theatre	A form of documentary style theatre, where plays are created based on real people's experiences, words and interviews.
Social Message	A moral idea or consequence that makes an audience think about a specific message in society.
Choral Speaking	When a group of performers all say the same thing at the same time, usually directly out to the audience.
Monologue	A speech in a play in which one character speaks directly to the audience, often revealing true feelings and secret thoughts.
Empathy	The ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
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Gestures	How you move any part of your body to show a mood, feeling or idea
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Posture	How you hold your body/your stance

4

Year 8 Drama – Unit 3 : Superheroes
using Drama conventions

Keywords for the unit	
Protagonist	The central character in a story to whom the plot happens.
Antagonist	A character or group of characters who oppose the protagonist and whose aim is to block the protagonist from getting what they want, often using unfair or evil tactics.
Flashback	An interjected scene that takes the story back in time. They are often used to fill in a backstory or retell a key event.
Monologue	When a character speaks/ shares their thoughts and feelings with the audience. Other characters onstage cannot hear what they say.
Voice over	A piece of narration that the audience hears. Can help to set the scene or explain who a character is or the passing of time.
Split focus	When two scenes are happening onstage at the same time .
Cross Cutting	A staging technique to show two or more scenes happening simultaneously.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
Pace	How fast/ slow your voice is
Pause	When you stop moving/ speaking
Volume	How loud/ quiet your voice is
Projection	When you speak clearly and can be heard by an audience

Keywords	MOVEMENT
Gestures	How you move any part of your body to show a mood, feeling or idea
Facial expressions	Using your face to show emotions, mood, feelings and responses
Eye contact	When you establish eye contact with another actor or the audience
Posture	How you hold your body/your stance

5

Year 8 Dance– Dance Skills

Constructive Feedback

Positivity

State something that you enjoyed.

Improvement

Identify something that needs making better.

Target

State specifically what can be done to make the work better.



Physical Skills-

Required to perform physical activity.



Technical Skills-

Required to perform a dance movement.

Keywords	
Accuracy	A being correct and precise.
Timing	The use of counts when moving to sound or music.
Dynamics	How a movement is performed.

Keywords	
Strength	The power exerted by a muscle.
Stamina	Being able to maintain physical energy for a period of time.
Posture	The way the body is held.
Balance	A steady or held position through even distribution of weight.
Coordination	Efficient combination of body parts.
Extension	Lengthening a muscle or limb.
Flexibility	The range of movement at a joint.

6

Year 8 Dance – Dance Skills

Expressive Skills-

Required to connect with an audience.



Key Words

Focus	The use of eyes to enhance performance.
Facial Expression	The use of face to communicate mood, theme and atmosphere.
Projection	The energy a dancer uses to connect with an audience.

Choreography Skills-

Required to create a dance.



Key Words

Unison	2 or more dancers performing movement at exactly the same time
Canon	When the same movements overlap in time
Formation	Shapes or patterns created in space by dancers
Pathway	Designs traced on the floor or in the air
Level	Distance from the ground – low, medium or high
Direction	The way a movement faces
Solo	One performer
Duet	Two Performers
Trio	Three Performers
Group	Three or more Performers.
Still Image	A held position or image.
Climax	The most significant moment of a dance.

7

Year 8 Dance – Unit 1: West Side Story

Key Information-

West Side Story is a musical film created in 1961.

Jazz and Modern style of dance choreographed by Jerome Robbins.

Themes: Gang Rivalry, Love, Racial Prejudice, Loyalty, Immigration.

Known as a modern version of Romeo & Juliet.

2 Gangs: The Jets- American & The Sharks- Puerto Rican. Both gangs are wanting to rule the streets and have their own territory of New York.

Dance Style-

Energetic Choreographed fight scenes

Strong, fast and sharp dynamics Acrobatic

Extension of the arms and legs Elevated jumps and hops

Use of various levels

Keywords	
Contact Work	Contact work is using resistance, weight, counterbalance and support to create movements with at least two or more dancers.
Still Image	A held position for short amount of time.
Dynamics	How a movement is performed.
Elevation	A movement which leaves the ground and is performed in the air.
Relationships	The number of dancers in a performance and how they interact within the choreography.
Canon	Performing a movement at different times, after another dancer has previously performed it. For example, like a Mexican wave.
Unison	Performing the same movement at exactly the same time as other dancers.

8

Year 8 Dance – Unit 2: Emancipation of Expressionism

Key Information-

Choreography

Emancipation of Expressionism (EOE)

Choreographer

Kenrick H2O Sandy

Created

2013

Dance Style

Hip-Hop, Krumping, Popping, Locking, Animation, Breaking & Waacking Techniques. Taking influence from other styles such as contemporary.

Themes

Sharing an emotional journey of finding individuality and expression. Appreciating Hip-Hop as an art form.

Dancers

17: 8 female & 9 male.

Length

11 minutes.

Costume

Blue jeans, pastel blue t shirt, accessories such as jewellery to represent individuality, hair tied back to show facial expressions.

Structure of EOE

1. Genesis	Represents the start of life and the idea of being in the womb and finding the initial energy and movements.
2. Growth & Struggle	Represents the struggle for recognition which we can have as individuals. Shows a competition for individuality & expression. Takes the use of a rugby scrum showing support for an individual who is unsure of who they are.
3. Connect and Flow Between People	Sharing of energy and flow between two dancers. Representing the connections, which we have between individuals. Sometimes the energy is shown as an individual, but sometimes it is shared as a group.
4. Empowerment	The energy is captured and showcased as a group. Represents the idea of empowerment and the dancers coming together as a whole.

9

Year 8 Dance – Unit 2: Emancipation of Expressionism

B Point Choreography

A key method used in creating movement for Emancipation of Expressionism.

The idea of the body (hence the name B) being broken down into individual parts and numbered.

The dancers then use the hands to hit specific numbers (areas) on the body, to create a sequence of movement, in a quick and fast rhythm.

Uses isolation and sharp, strong and fast dynamics.

Effective and simple choreography for a group of people.

Uses canon to add further choreographic development.

Key Motifs used in EOE

Ninja Walk	Running on the spot in 1 count. Arms slicing backwards & forwards in a 90-degree angle, in a running motion, in counts of 2. Sharp, fast dynamics. Medium to high level.
Ninja Glide	Stepping and sliding from one side to the other using the slicing arms from the Ninja Walk. Performed in various counts. Sharp, sustained, strong dynamics. Medium to high level.
Ninja Static	Upper body moving with the slicing arms from Ninja Walk, lower body static. Performed usually in 2 or more counts. Sustained, strong, fluent dynamics. Medium to high level.
Chariots of Fire	Crossing arm action low to the left, open to the right, cross high to the left and high to the right. Performed in 4 counts. Sharp, strong, fast dynamics. Medium to high level.

10

Year 8 Dance – Unit 3: Bollywood

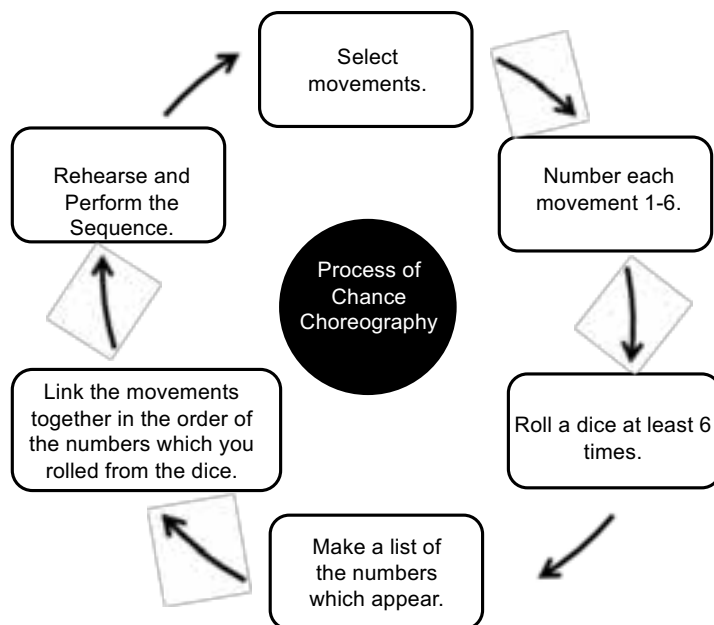
Merce Cunningham

American Contemporary Dancer and Choreographer.

Created Chance Dance and Choreography.

Cunningham would use 'chance' to create a performance. His dancers would know individual movements but never know the order of the movements until the night of the performance, where he would use chance to put the movements in an order, for example by rolling a dice.

Keywords	
Chance	A method of creating choreography created by Merce Cunningham.
Choreography	A method of creating choreography created by Merce Cunningham.
Transition	A fluent movement link between movements or section of movements.
Half Count	Half a count, often referred to as 'and'. For example, 1 'and' 2.
Fusion of Styles	A combination of dance styles which merge and mix together to form another dance style.



11

Year 8 Dance – Unit 3: Bollywood

Bollywood Dance-

Bollywood Dance is the name given to the dance-form used in Indian films.

Bollywood Dance style is a fusion of various dance styles. It includes Bharatanatyam, Kathak, Bhangra, Jazz, Hip-hop, Arabic and Western dance.

Classical Indian dance incorporates the two basic elements of dance and expression.

It evolved in the late 1950-60's after it started to appear in numerous Bollywood films.

Bollywood is a film industry in India which create and develop Indian films. When dance occurred in these films it was given the name 'Bollywood Dance'.

Bollywood Dance Movements-

Lightbulb

Fingers are stretched as if they are holding something, the wrists twist to either side, in line with the head. The knees bend at the same time.

Rainbow

Middle finger goes to thumb, the hands meet in the centre of the chest, travel up the body above the head and open outwards.

Twist

Feet together with knees bent, the heels and knees twist opposite ways to create a twisting motion.

Foot twist

Stepping from one foot to the other, pressing one foot into the ground and transferring the weight from one foot to the other. This creates a bouncing motion.

Head Isolation

Moving the chin in isolation from side to side. The middle finger goes to the thumb with the backs of the hands meeting together and placed above the head. Elbows facing outwards.

Cross Run

One-foot crosses in front of the other whilst jumping, the feet then open outwards whilst jumping with the weight leaning towards one side.

12

Year 8 Technology Knowledge Organiser

General technology

- 2. Warning signs
- 3-4. Measuring Distance
- 5 ACCESS FM

Keyring project

- 6. Casting Project 1
- 7. Casting Project 2
- 8. Casting Project 3
- 9. Casting Project 4
- 10. Casting Project 5
- 11. Casting Project 6

Picture Frame project

- 12. Manufacturing: Joints
- 13. Manufacturing: Key words
- 14. Manufacturing: Tools and finishes
- 15. Manufacturing: Process diagram
- 16. Manufacturing: Preparation for finish

Technology General - Types of Safety Sign



Safe condition

- Green
- Square

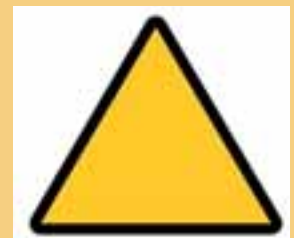


Prohibition

- Red
- Crossed circle

Warning

- Yellow
- Triangle



Mandatory

- Blue
- Circle



Fire

- Red
- Rectangle



Food and Nutrition

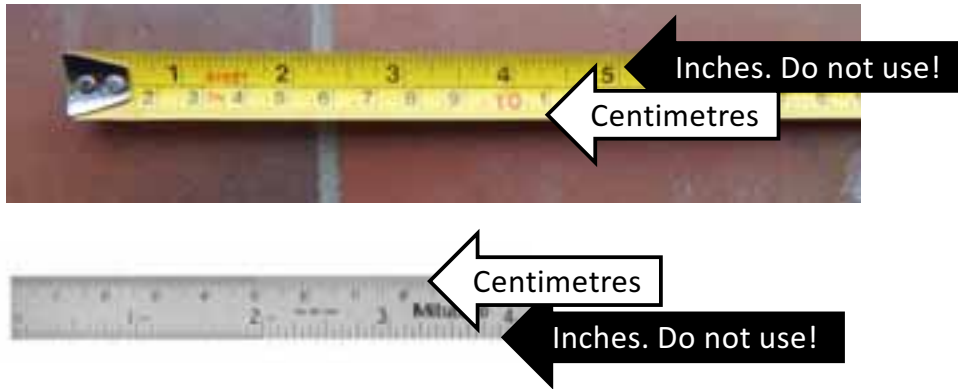
- 17-19. Food related causes of ill health
- 20-21. 4Cs for Food Safety
- 22. Storing Food Safely
- 23-24. Nutrition – macro and micro nutrients
- 25. Healthy balanced diet
- 26. Eatwell guide
- 27. Carbohydrates
- 28. Protein
- 29. Fat
- 30. Fat Soluble vitamins
- 31. Water Soluble vitamins
- 32. Minerals
- 33. Dietary Fibre
- 34. Water
- 35-36. Factors affecting food choice
- 37. Food manufacturing
- 38. Seasonal produce
- 39. Fairtrade
- 40-41. Knife skills
- 42. Evaluating food products

Technology General – Measuring Distance

Many of our rulers measure in both inches and centimetres (cm). Engineers, however, use metres(m) and millimetres (mm).

Do not use inches. Inches are bigger than centimetres so look for the numbers that are closer together.

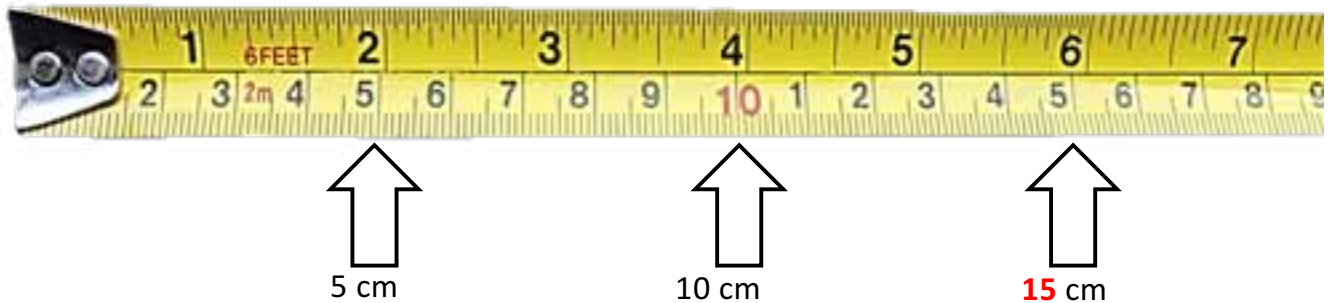
It is quite easy to convert centimetres to millimetres because there are 10mm in 1 cm.



3

Technology General – Measuring Distance

Sometimes, to make the numbers clearer, the first digit is not shown after 10cm. Look at this example:



4

Year 8 Technology

ACCESS FM

A useful acronym to help us think about all aspects of a design.

Issue	Quick question	For top marks
Aesthetics	How nice is it to look at and feel?	How could you make another one even better?
Cost	How much do you think it would sell for?	How much profit could be made? Take into account the time to make it at about £6 per hour for your time.
Consumer	Who would use it? Who would buy it?	What makes it suitable for that consumer? How could the design be improved?
Environment (sustainability)	How sustainable are the materials? If it uses power, how much does it use?	Are the materials renewable? Degradable? Can they be recycled?
Environment (of use)	Where is the product designed to be used? Is it suitable for use there?	What makes it suitable for use in that environment?
Safety	What have you done to make your product safe to use?	How could another one be made safer still?
Size	How big is it?	Is it the optimum size for its purpose? Why is that?
Function	What does it do?	Are there any ways in which it could be redesigned to work better?
Materials	What are the parts made from?	Why were these materials suitable for the project?

5

Year 8 Technology –Casting Project (1)

Keywords	
Aesthetics	How a product looks
Cost	How much does the product cost to buy or make?
Consumer	The group of people that the product is aimed at
Environment	a) The place where the product will be used and/ or b) The effect that the product will have on the planet
Safety	Are there any risks that using the product poses to the user?
Size	The size should be suitable for the intended consumer
Function	The job that the product is supposed to be doing
Material	What is the product made from and why?

Product Analysis

To examine an existing product in detail with the aim of finding out what its strengths and weaknesses are so that you can use the information for the development of a new product.

Specification/ Design Criteria

A list of criteria that the product must satisfy.

Think of it like a shopping list of points the product must achieve.

Use the acronym to help you remember.

A= Aesthetic

C=Cost

C=Customer

E= Environment

S=Safety

S=Size

F=Function

M=Materials.

6

Year 8 Technology –Casting Project (2)

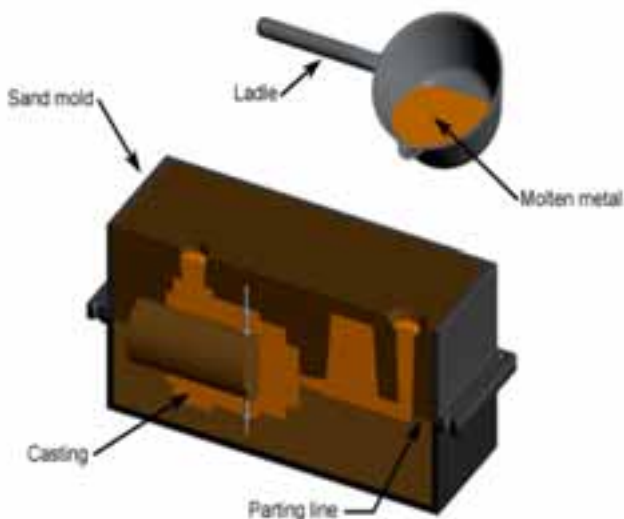
Keywords	
Casting	To heat up metal (in our project pewter) and pour it into a mould to make specific shapes
Pewter	Shiny silver coloured jewellery, commonly used in jewellery making
Ventilation	Clean air supply
Abrasive	To wear a surface away
Mould	A hollow contained used to make a particular shaped part
Melting Point	The point at which a material turns to liquid

Keywords	
Adhesive (Tensol Cement)	A substance that allows other objects to be stuck together permanently
Computer Aided Design (CAD)	When design work is completed using a computer
Computer Aided Manufacture (CAM)	When a product/ part is made using machinery controlled by a computer
Extrusion	Process used to create objects of a fixed cross-sectional profile
Rotate	To turn something through 360 degrees

7

Year 8 Technology –Casting Project (3)

Casting - an object made by pouring molten metal or other material into a Mould.



Advantages:

Casting has following advantages over other manufacturing process.

- It can create any complex structure economically.
- The size of object does not matter for casting.
- The casting objects have high compressive strength.
- All structure made by casting has wide range of properties.
- This can create an accurate object.
- All material can be cast.
- It is cheapest among all manufacturing processes.
- Composite components can be easily made by casting

Disadvantages:

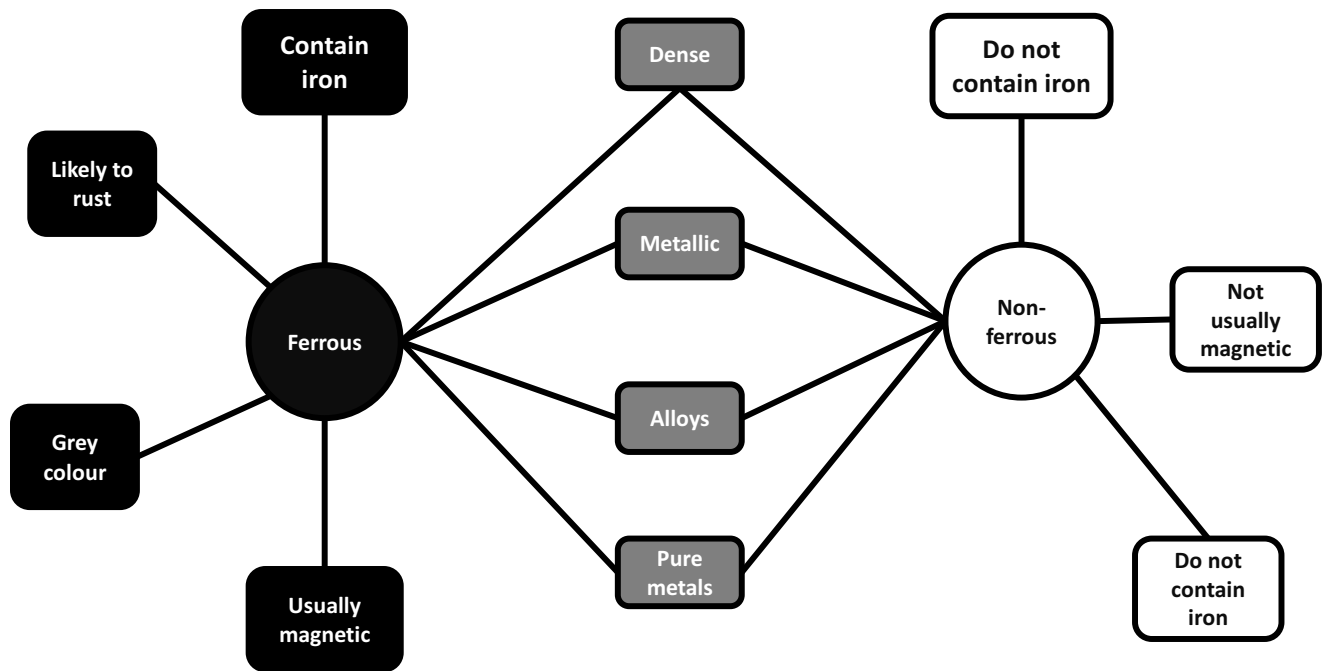
Along with these advantages, casting has following disadvantages.

- It gives poor surface finish and mostly requires surface finish operation.
- It gives low fatigue strength.
- It is not economical for mass production

Year 8 Technology –Casting Project (4)

Ferrous and Non-Ferrous metals

We can categorise metals as ferrous and non-ferrous. Ferrous metals are ones that contain iron. Although iron is only one element, it is part of lots of metals.

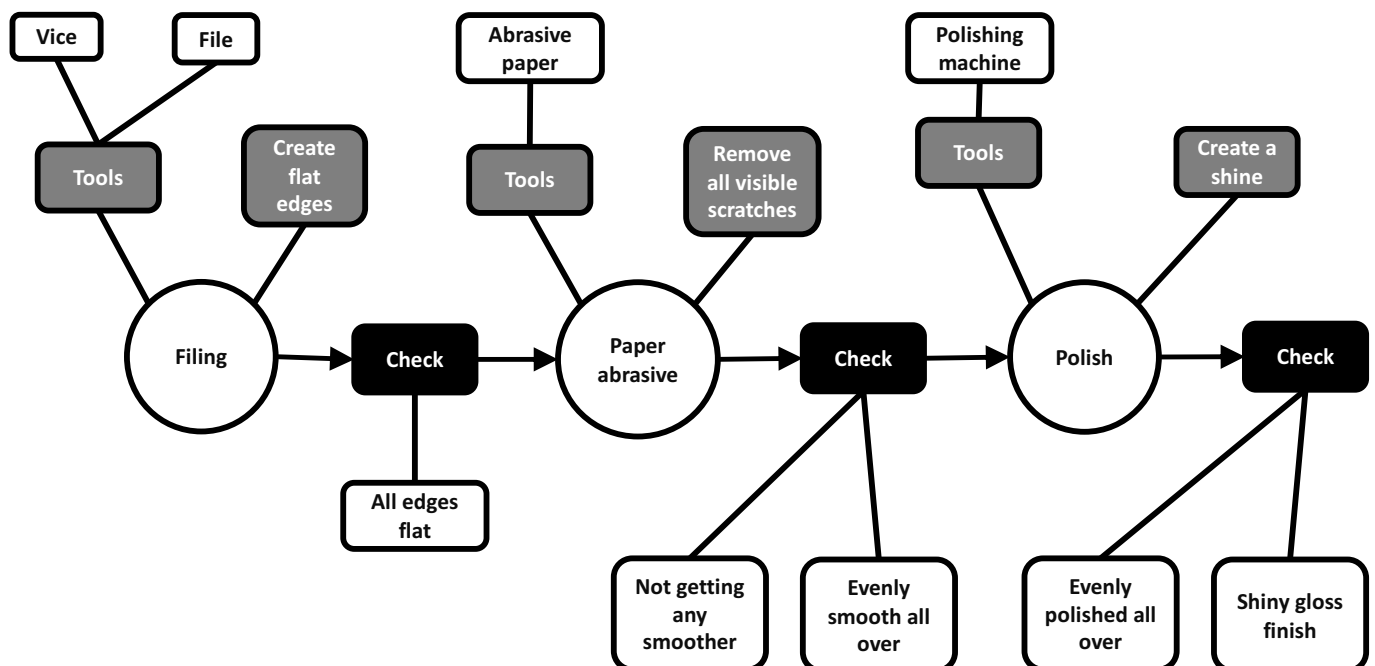


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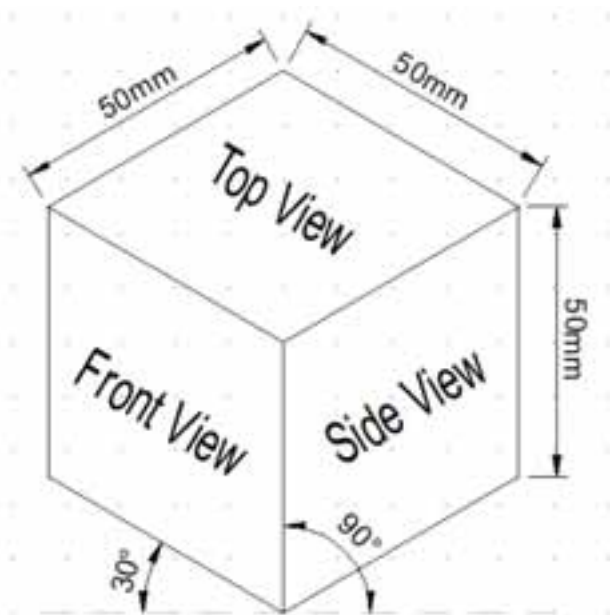
Year 8 Technology –Casting Project (5)

Steps in creating a polished finish

Polishing is achieved by progressively removing scratches starting with the deepest scratches until none remain and the work shines with a glossy finish.



10



Isometric Projection

3D drawing technique that allows you to draw an object, showing the height, width and depth.

Isometric projection is a good way of showing measurements and how components fit together.

There are three main rules to isometric drawing:

- horizontal edges are drawn at 30 degrees
- vertical edges are drawn as vertical lines
- parallel edges appear as parallel lines

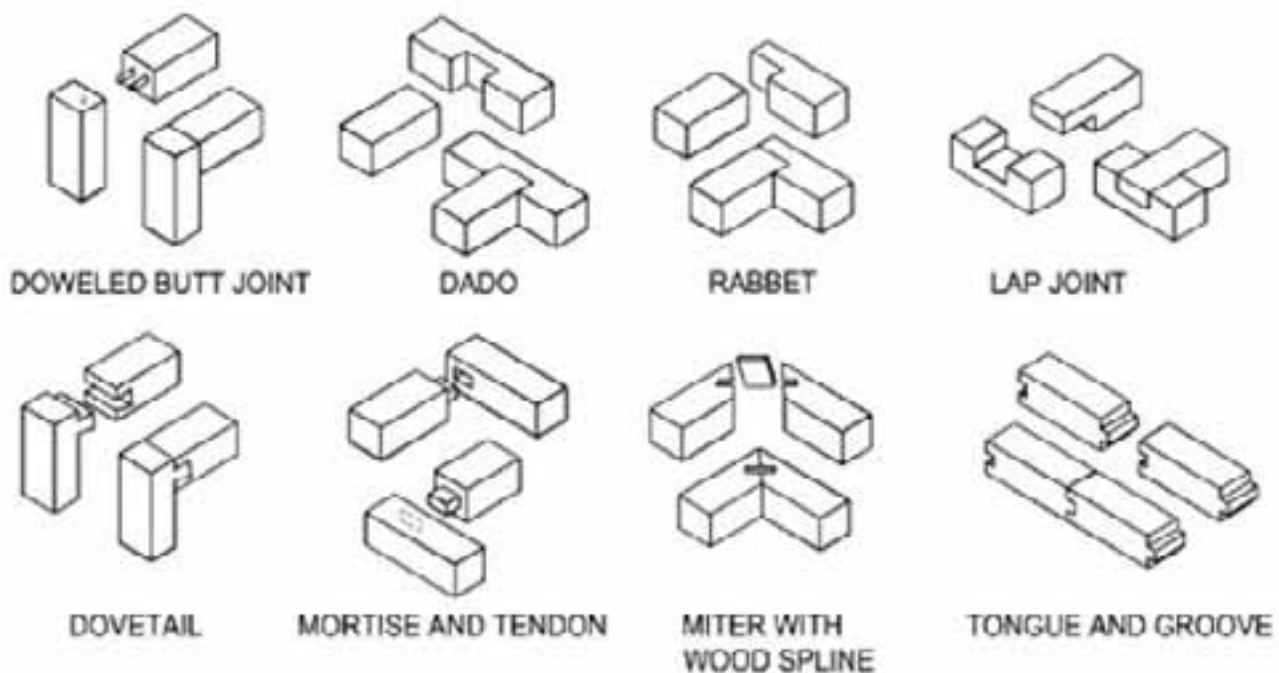
Isometric drawings are used to show a graphical representation of a 3D object.

They are used by architects and engineers to communicate their ideas to the client and manufacturer, showing the product or design to scale.

11

Year 8 Technology – Manufacturing Project 1

Types of wood joint



12

Year 8 Technology – Manufacturing Project (2)

Keywords	
Consistency	To produce parts that are exactly the same every time they are made
Production	To use tools and machines to make products or parts
Quality control inspection	To check each stage of the production to find if there are any defects
Assembling	To put all the parts of a product together to the product is complete
Fabrication	The process of manufacturing or inventing something
Assurance	To feel confident that the final product will work properly because the manufacturing process has been adequately quality control checked throughout.

Keywords	
Manufacturing aid/ jigs	Items that enable a manufacturing process to be carried out quickly and to be the same each time.
Standards	A particular level of quality that is aimed for in the product.
Efficiency	To make parts and product without wasting time or material
Sustainable	To be able to be maintained at a certain rate

13

Year 8 Technology – Manufacturing Project (3)



Bench Hook

Used to hold wood whilst it is cut with a hand saw



Glass Paper

Used to abrade wood until smooth



Try square

Used to draw lines at 90 degrees on wood



Wood Stain

Wood stain allows you to change the colour of the wooden object



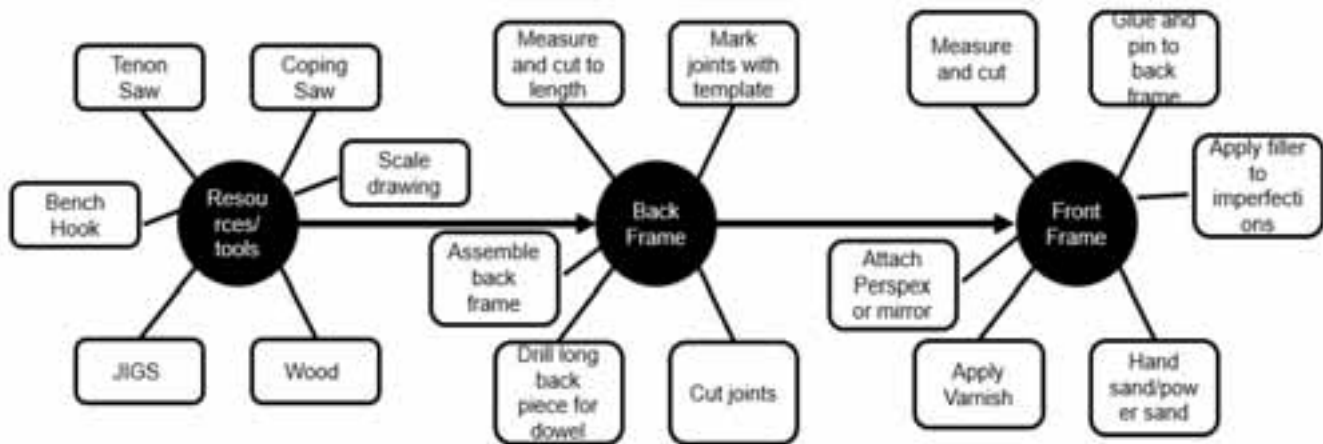
Tenon saw

Used to cut straight lines in wood

Year 8 Technology – Manufacturing Project (4)

Picture Frame Project

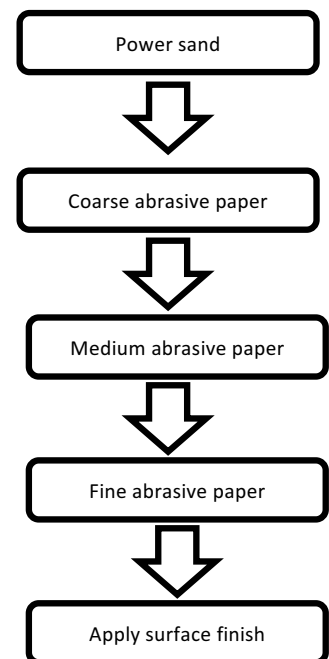
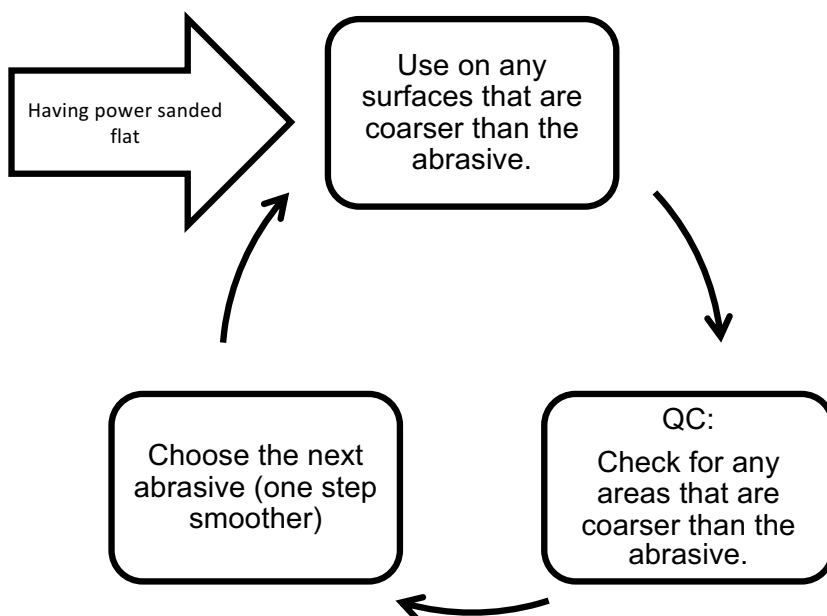
A diagram to explain how to make the picture frame.



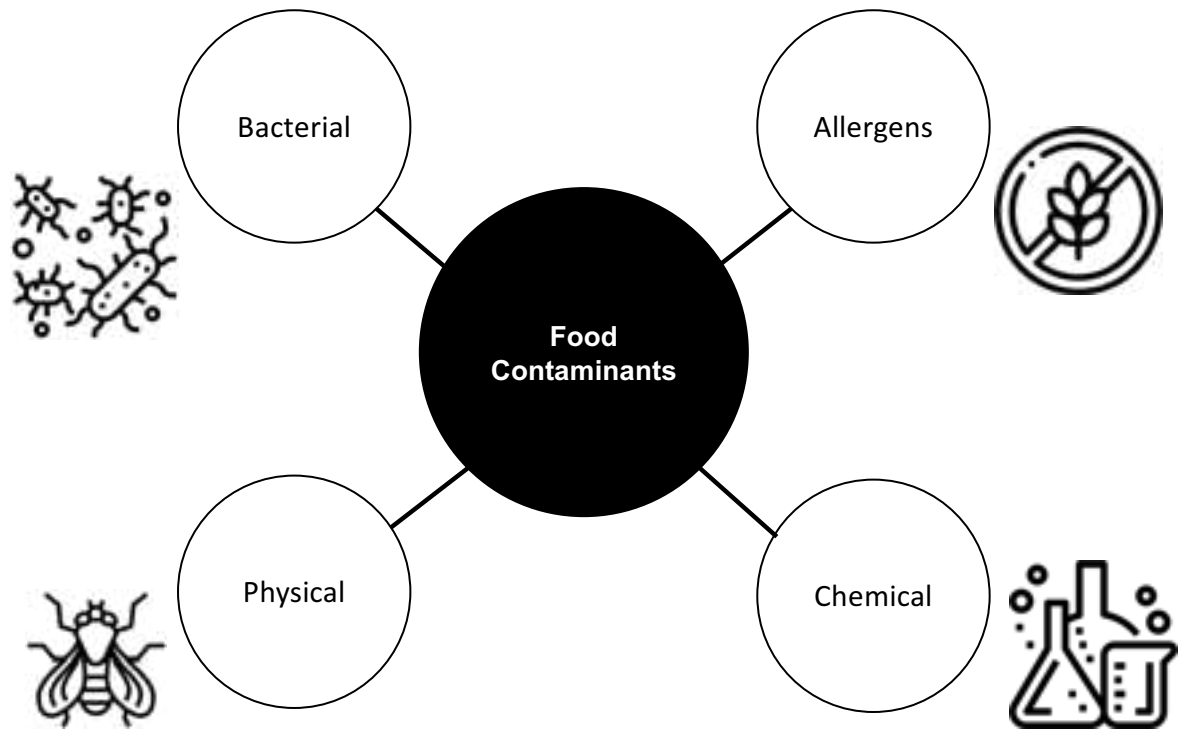
15

Year 8 Technology – Manufacture

Preparing for a quality finish e.g. varnish.



Food related causes of ill health



17

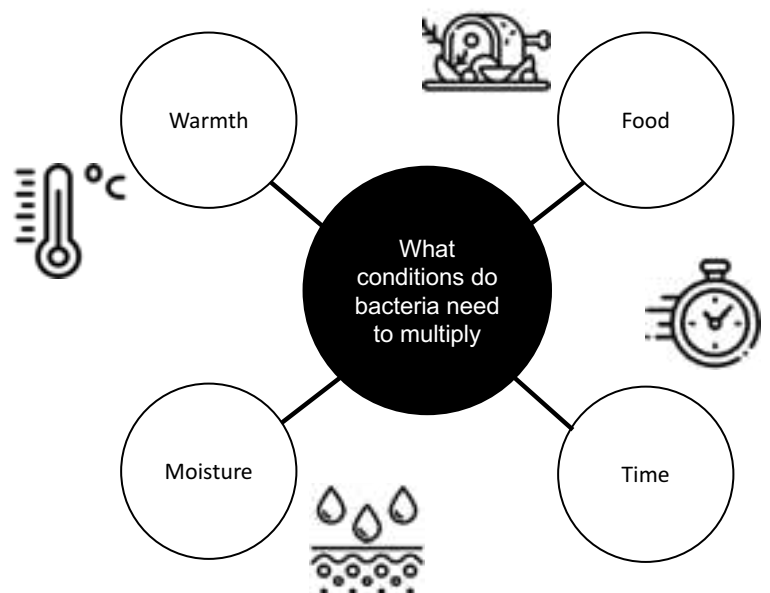
Food related causes of ill health

Bacteria

Some bacteria have to be **INSIDE** your body to make you ill. These are consumed in the food.

Once inside you, the bacteria attack your body causing illness, some such as Salmonella cling to the gut wall preventing absorption of water and nutrients- this type take hours even days to colonise the gut so symptoms may not show for a few days.

Some produce a **TOXIN** (poison) on the food which makes you ill when you eat it. Toxins act on the body rapidly so this type make you ill within minutes to hours of eating them.

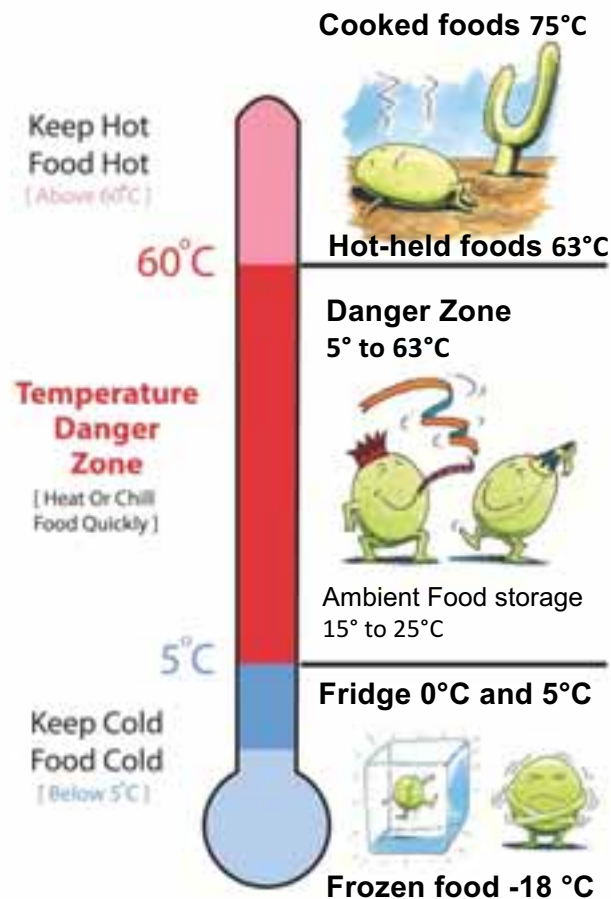


Sources of food poisoning bacteria

- People/sewage
- Raw food
- Insects
- Rodents
- Soil/dust
- Refuse/waste
- Animals/birds
- Contaminated packaging

18

Pathogenic Bacteria



Food poisoning symptoms

Visible:

Diarrhoea
pale in colour
vomiting
signs of dehydration
confusion
chills/shivering
bloating/swelling
Sweating
fatigue

Non-visible:

stomach pains
muscle contractions
headaches
feeling sick/nausea
flu like symptoms
(dizziness/light-headed)
loss of appetite
fatigue
joint/muscle pains
Chills
weakness



19

The 4C's for Food Safety



CLEAN

Personal Hygiene

Wash hands
Cover cuts with a blue plaster
Nails clean and short
Tie hair back
No jewellery
Wear a clean apron
Do not handle food if you have an upset stomach
Do not cough or sneeze near food

Kitchen Hygiene

Clean and sanitise surfaces
Equipment must be cleaned thoroughly
Cupboards, fridges and freezers must be cleaned regularly
Always use a clean spoon each time you taste food
Lids on
Ensure pest infestations are dealt with immediately



CROSS CONTAMINATION

Equipment used on raw foods **MUST** be cleaned thoroughly before being used on other food.

Clean and sanitise surface between uses.

Wash fruit and vegetables to remove dirt or soil.

Wash hands after touching raw meat and fish.

Use colour coded chopping boards:

Green - Salad and veg
Red - Raw Meat
Yellow - Cooked Meat
Blue - Fish
White - Dairy and bakery

20

The 4C's for Food Safety



CHILL

Temperature of the **fridge** should be between **below 5 °C**.

Never put hot food in the fridge, as it will raise the temperature of the fridge.

Do not overload the fridge, air needs to circulate

Throw away food that is past its use by date.

Always store **raw** meat and fish on the **bottom** shelf

Cooked meat should be on the **top** shelf.

Keep food covered or wrapped to prevent cross- contamination.

Temperature of a freezer should be **-18 °C**.



COOK

Use a temperature probe to ensure food is cooked.

To kill bacteria food must reach at least 75°C.

21

Storing Food Safely

- It is important to store food properly.
- Food should be wrapped, covered or kept in a suitable clean container.
- The refrigerator should be cleaned regularly.
- Dry and canned foods, e.g. dried pasta, tinned tomatoes, herbs and spices should be stored in cupboards that are clean and dry.
- Frozen food still could have bacteria present but they are dormant. Enzymes that cause food spoilage are slowed but not stopped.



READY TO EAT FOOD
Such as dairy products, yoghurt & cream

READY TO EAT FOOD
Such as cream cakes, butter, cooked meats, leftovers & other packaged food.

RAW MEAT, POULTRY & FISH
Always cover & keep in sealed containers.

SALAD, FRUIT & VEGETABLES
Keep ready to eat fruit and vegetables in sealed bags or containers, always wash before use.

Dates on packaging

Best-before Dates

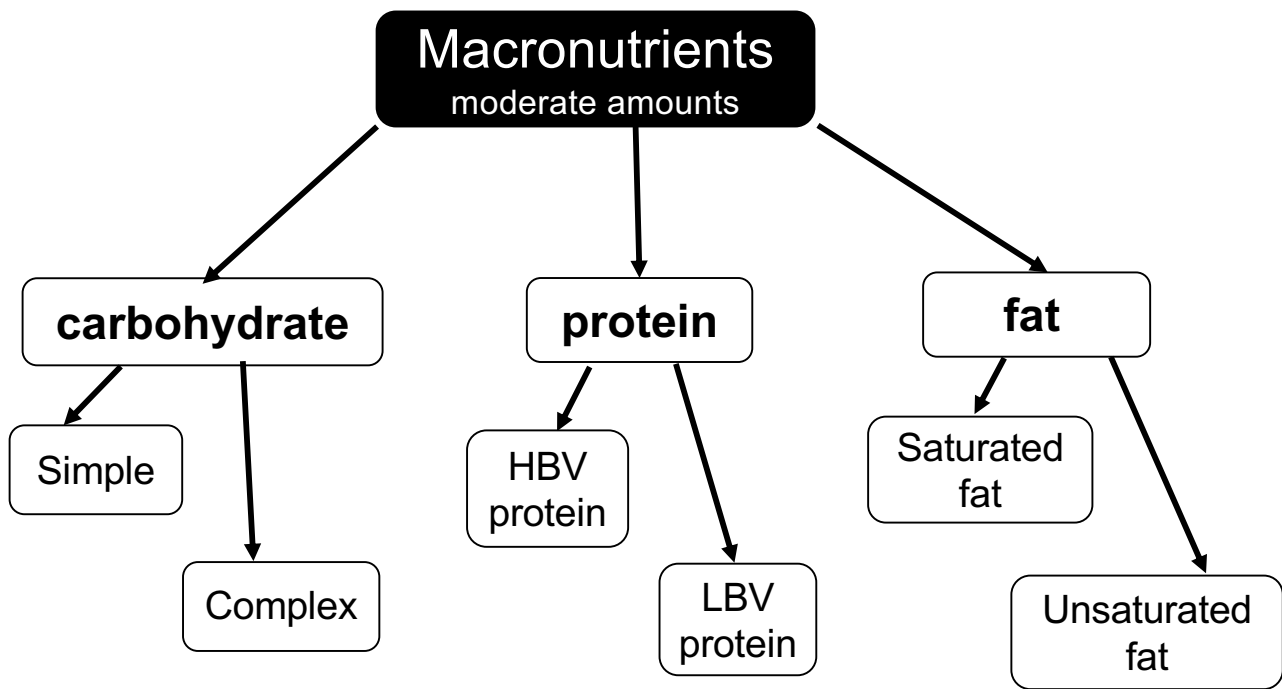
- Best-before dates usually appear on less perishable foods that have a long shelf life, such as canned, dried and frozen food products.

Use-by Dates

- A use-by date is a safety date found on foods and their packaging.
- Use-by dates are found on highly perishable, packaged food such as meat, fish and dairy products that require chilling and have a short shelf life.
- It is an offence for businesses to sell or use food that has passed its use-by date.

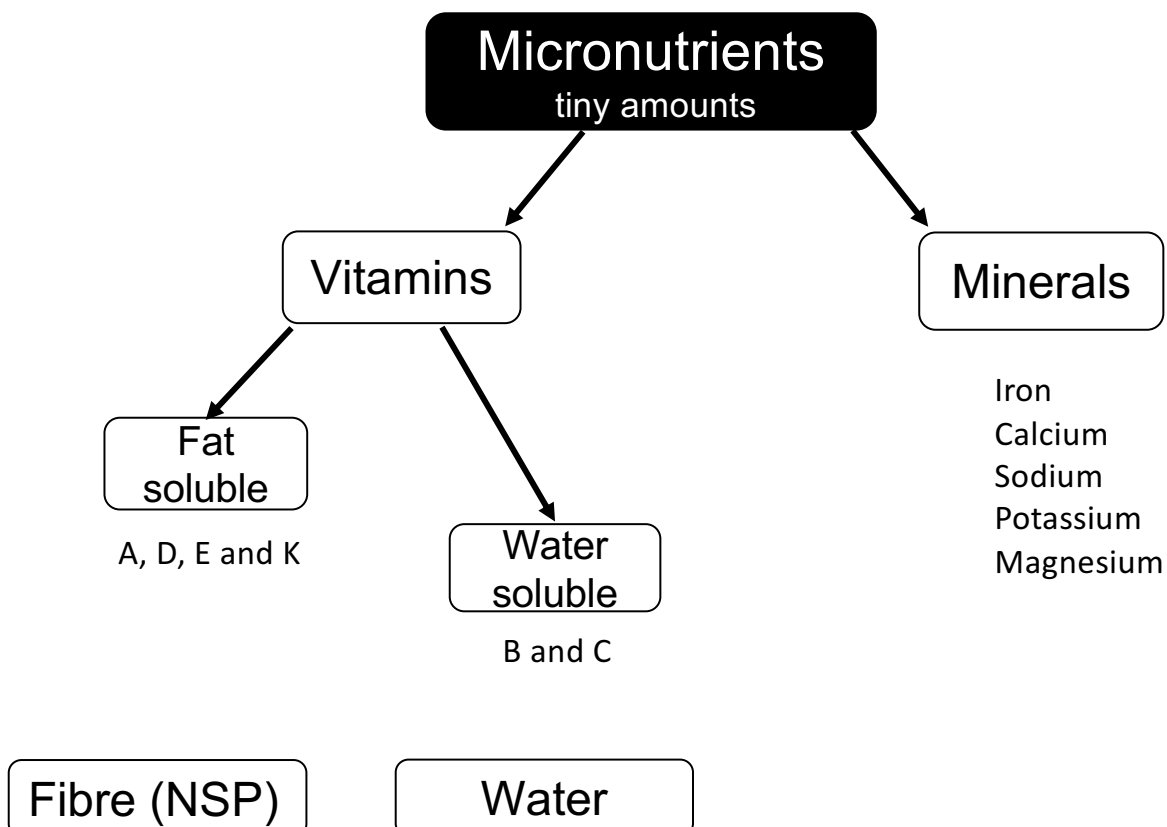
22

Understanding the importance of nutrition



23

Understanding the importance of nutrition



24

A Healthy Balanced Diet

A healthy balance diet provides all the nutrients needed for healthy body functions and normal physical activity.

To help achieve a balanced diet the Government have put together some dietary guidelines. The Eatwell Guide and 8 Tips for Healthy Eating.

8 Tips for Healthy Eating

1. Base meals on starchy foods
2. Eat 5 portions of fruit & vegetables a day
3. Eat 2 portions of fish a week
4. Small amounts of saturated fat and sugar
5. Eat less salt
6. Drink plenty of water
7. Do not skip breakfast
8. Get active

25



Carbohydrates

Carbohydrate provides an important source of **energy** for the body.

Carbohydrate provide energy to move and be active as well as energy for body processes such as breathing, heart beating.

Vitamin B (thiamine and riboflavin) is needed to help release the energy to the body.

All carbohydrates are converted to **glucose** when digested and this is converted to energy.

If the energy is not used up then it is stored as body fat.

Simple Carbohydrates (sugars)		Complex Carbohydrates (starch)
Sugar gives a fast release of energy that means your blood sugar levels go up.		Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired.
Some foods contain natural sugars such as milk, fruit & honey.		
glucose – Fruit, vegetables, honey, sugar beet/cane, corn	sucrose – Sugar beet/cane	starch – Potatoes, wheat, oats, pulses, corn, rice, pasta, bread, cous cous, cereals, beans, lentils, kidney beans, porridge, muesli, non-starchy vegetables
galactose – found in the milk of mammals	maltose – Soya beans, barley, wheat	
fructose – found in fruit Fruit, vegetables	lactose – Milk and milk products	Dietary Fibre (NSP) – found in wholegrain cereals, Fruit, vegetables, seeds and nuts

Excess carbohydrates :

Obesity, Tooth decay, Type 2 diabetes

Carbohydrates deficiency:

Lack of energy, weight loss, severe weakness

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Protein

Protein is a macronutrient formed from chains of amino acids which are the building blocks of protein. There are 20 amino acids that come from animals and plants.

What is protein needed for?

Growth of skin, hair, cells, organs, bones and connective tissue. Growth especially in children and pregnancy.

Repair body tissues after illness, injury or surgery.

A **secondary source of energy** for the body.

Maintaining the body (bones and muscles)

Higher biological value (HBV) protein	Lower biological value (LBV) protein
Contain all essential amino acids	Contain some essential amino acids
From animal sources	From plant sources
Meat, fish, eggs, milk, cheese <i>Exception – soya beans</i>	Cereals, nuts, beans, seeds

Excess protein in the diet is used as energy. If it is not required for energy then it will be stored as fat.

Protein deficiencies are rare but in developing countries but can lead to stunted growth in children.

Some groups of people have a higher need for protein:

- babies and children – for growth;
- adolescents – for growth spurts;
- pregnant women – for the growing baby;
- People healing from surgery
- An athlete for growth and repair of muscle and tissue

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Fat

Our bodies need fats for many essential functions, however in the modern world many people consume over the recommended daily amounts of fat which can cause problems with obesity, heart disease and stroke.

What is fat needed for?

Protect vital organs

Stores fat-soluble vitamins (A, D, E and K)

To maintain body temperate

Ensure a healthy immune system

Maintain healthy skin and hair

Provide energy (fat is very high in energy)

Fat is a source of fatty acids, these are essential mechanisms for cell membranes in the nervous system and the brain

Saturated fat	Unsaturated fat
Solid at room temperature	Liquid at room temperature
More harmful to health, as they raise LDL cholesterol	Considered to be the 'healthier' fats. They can help maintain healthy HDL cholesterol levels
Mainly from animal sources	From plant sources and fish
Butter, lard, ghee Coconut and palm oil Fatty and processed meats, sausages, bacon and cured meats Full fat milk and dairy products (cream, ice cream, cheese) Chocolate	Vegetable oils and olive oil Nuts, flax seeds and sesame seeds Avocados and olives Fatty fish (salmon, sardines, mackerel)

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Fat-soluble Vitamins

Vitamin	Function	Sources
Vitamin A	Helps with vision in dim light Helps the body grow and develop Strengthens the immune system Skin health	Animal sources (retinol) - liver, milk, oily fish (retinol) Plant sources (beta carotene) - green leafy vegetables, carrots and orange and red coloured fruits (carotenoids) Added to margarine
Vitamin D	Absorption and use of calcium and phosphorus Maintenance and strength of bones and teeth Important in brain function Supports immune and nervous system Supports lung function	Oily fish, eggs and dairy products Fortified breakfast cereals and margarines (vitamin D added by law) Sunlight on the skin
Vitamin E	Healthy skin and eyes Boosts immune system Helps clots from forming in the arteries	Sunflower seeds Almonds, peanuts Avocados, butternut squash, asparagus, pumpkin, mango, dark green vegetables Vegetable oils Oily fish
Vitamin K	Blood clotting and help healing wounds Keeps bones healthy	Leafy green vegetables, kale, spinach, broccoli, asparagus Cheese Liver, bacon

Water-soluble Vitamins

Vitamin	Function	Sources
Vitamin B	Release of energy from food Healthy nervous system Normal growth of children	Wholegrain products, wheat, rice Meat, fish, milk and dairy Marmite Seeds, nuts, beans and lentils. Peas Fresh fruit – bananas and oranges
Vitamin C	Helps absorb iron from foods Helps the immune system fight and prevent infection Production of collagen that binds connective tissue Antioxidant – protects from pollutants in the environment Helps heal wounds Helps skin health	Citrus fruits, lemon, oranges, limes kiwi, blackcurrants, strawberries, papaya, pineapple, mango Potatoes Salad and green vegetables, e.g. broccoli, kale, spinach Peppers, chillies, cauliflower

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Minerals

Vitamin	Function	Sources
Calcium	Strengthens bones and teeth Bones are able to reach peak bone mass – maximum strength Growth of children Promotes nerves and muscles to work properly Vitamin D is needed to help absorb calcium	Dairy foods, milk, cheese, cream, yogurt Green vegetables, kale, spinach, cabbage White bread – calcium is added by law, Soya products, tofu Nuts and seeds
Iron	Supports the production of haemoglobin in red blood cells; this transports oxygen around the body Low iron levels cause anaemia Vitamin C is required to absorb iron	Red meats – liver and kidney Lentils, dried apricots, cocoa, chocolate, Curry spices, Green leafy vegetables, e.g. spinach, Breakfast cereals fortified with iron
Sodium	Regulate the amount of water in the body To assist the body in the use of energy To help control muscles and nerves Too much salt/sodium can increase blood pressure and heart disease	Processed foods – for flavour and as a preservative, Salt added to food in cooking process for flavour, Smoked meats Bacon

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Dietary Fibre (NSP)

Insoluble fibre is not easily broken down by the digestive system. It passes through the body unchanged, keeping the bowels healthy and preventing digestive problems such as constipation and haemorrhoids.

Sources: Oats barley rye most beans and peas fruit root vegetables

Soluble fibre is broken down by bacteria in the bowel to be digested. It can help reduce cholesterol in the blood and guard against coronary heart disease.

Sources: wholegrain cereals, wholemeal bread Bran, nuts, corn, oats, fruit, vegetables (especially the skin)

Functions

- Helps prevent constipation.
- Helps prevent type 2 diabetes.
- Helps reduce the risk of colon cancer.
- Lowers the risk of coronary heart disease.
- Reduces the temptation to snack between meals.
- Helps support a healthy weight.
- Slows down absorption of carbohydrates in the blood to help keep blood sugar levels constant.

Deficiency

A deficiency is often caused by eating too many refined foods, e.g. white bread instead of whole meal, or white rice instead of brown rice. It may also be caused by a general lack of fruit and vegetables in the diet. A deficiency can lead to constipation, haemorrhoids, colon cancer and/or diverticulitis.

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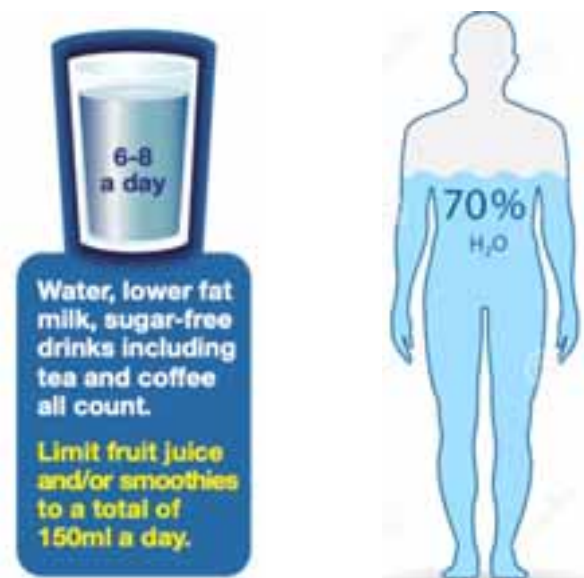
Water in the diet

Water is the major component of body fluid and has many functions in the body:

- it acts as a lubricant for joints and eyes;
- it is the main component of saliva;
- it helps get rid of waste;
- it helps regulate body temperature.

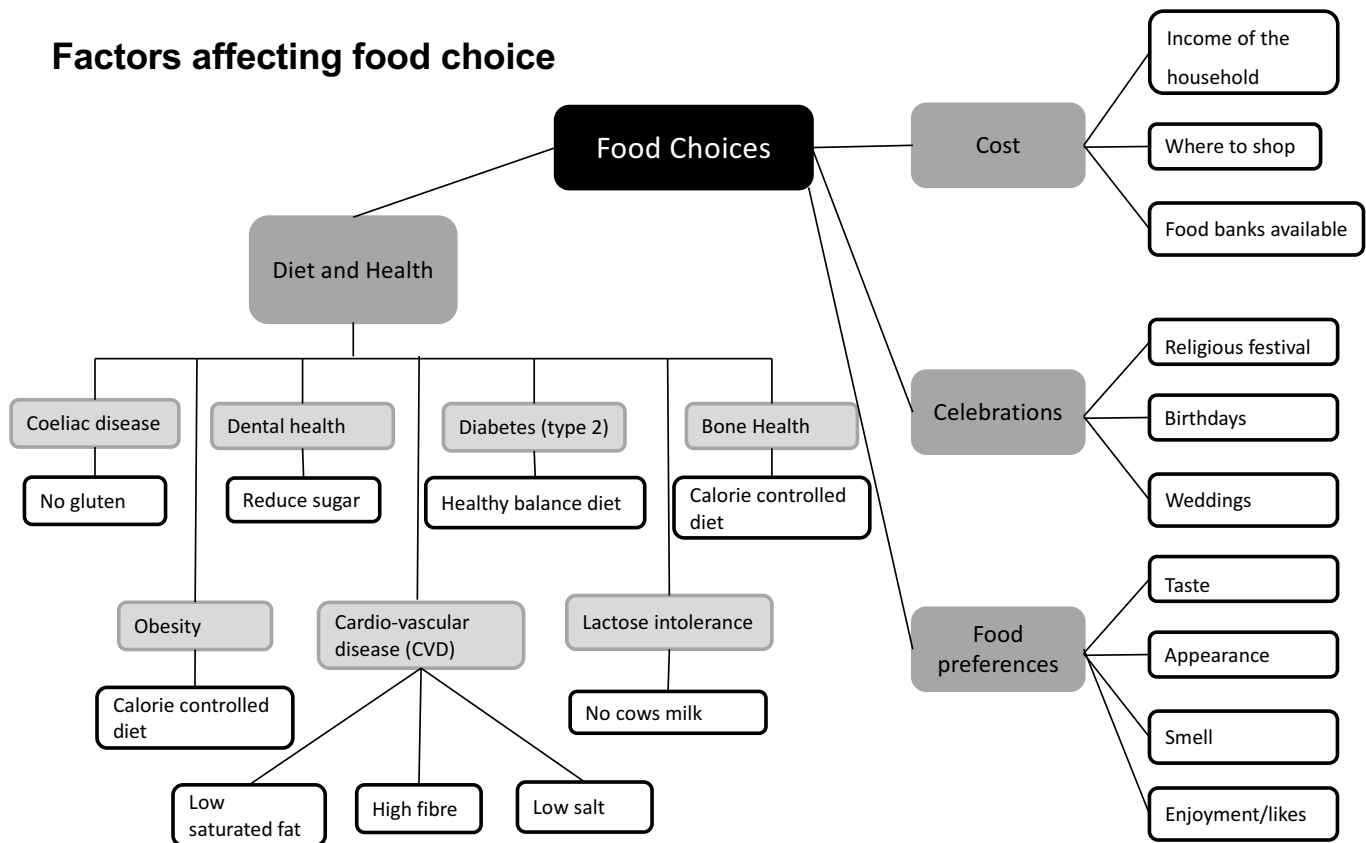
The body loses water all the time, when we go to the toilet, from sweat and also evaporation from skin. If we do not consume enough water, we become dehydrated.

- Water is provided by food and drinks.
- 20% of water consumed is from food.
- 80% is from drinks.
- Some fluids are less beneficial, coffee and tea can increase water loss, sweetened drinks contain a lot of sugar and fizzy drinks are acidic on the teeth.



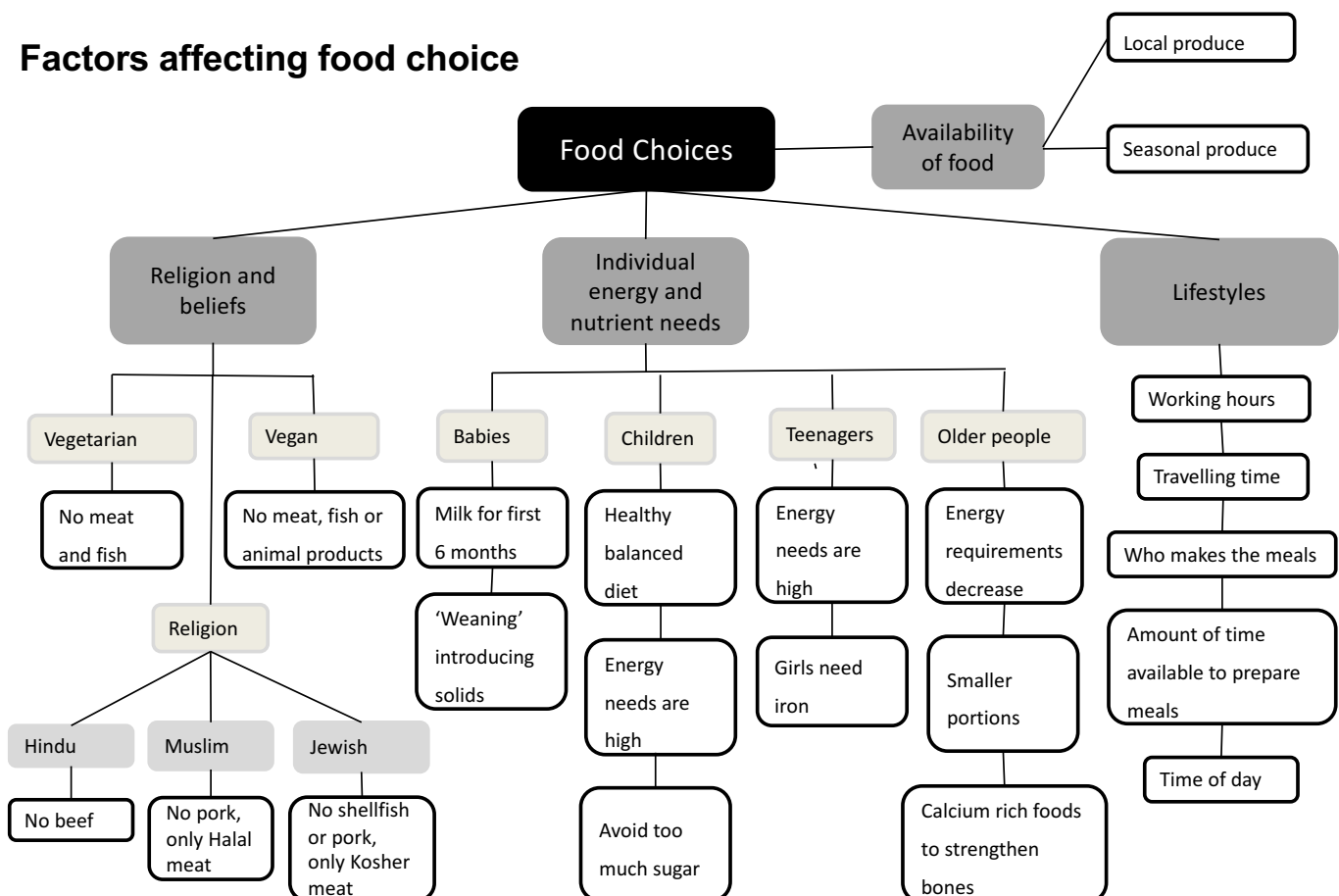
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Factors affecting food choice



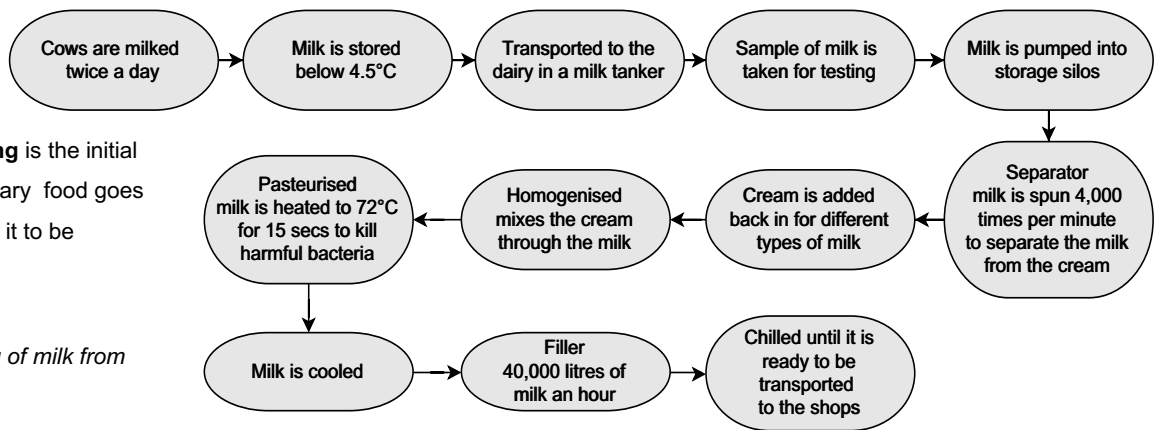
35

Factors affecting food choice



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Food Manufacturing



Primary processing is the initial process that a primary food goes through in order for it to be usable.

Primary processing of milk from cows to the shops.

Secondary processing is a further process that can take place using the primary processed product to make a new food product.

An example of secondary processing would be the processing of milk into other dairy products, for example:

Cream – the fat removed from milk is used. Types of cream are single, whipping, double and extra thick. Cream can be further processed to make soured cream, clotted cream and crème fraîche.

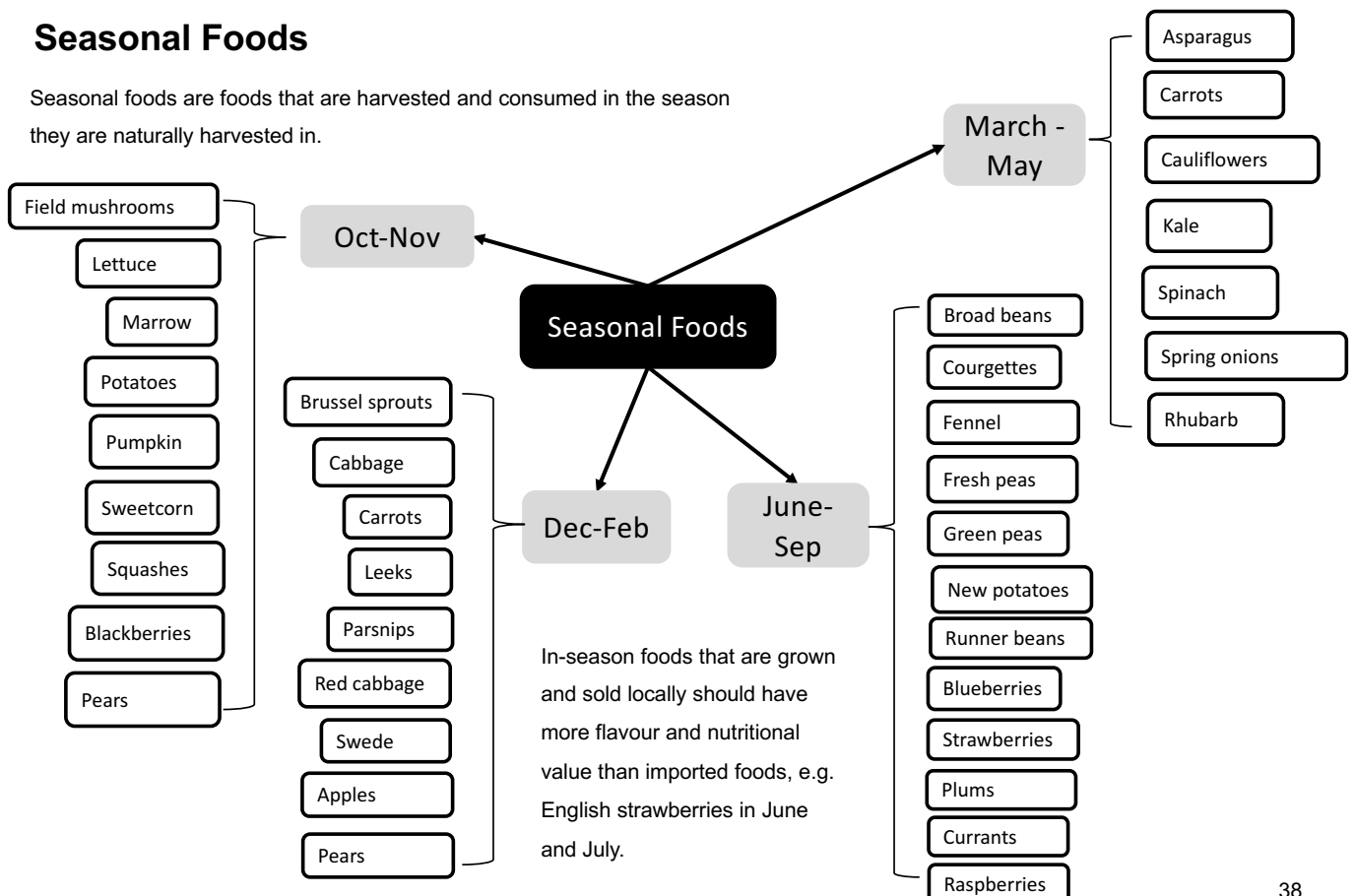
Butter – cream is churned to make butter. It can then be salted and made into regional varieties, e.g. ghee, continental.

Cheese – this is milk in its solid form. It can be processed into many different types, e.g. hard pressed cheese such as cheddar, soft cheese such as goat's cheese and blue veined such as stilton.

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Seasonal Foods

Seasonal foods are foods that are harvested and consumed in the season they are naturally harvested in.



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10 FACTS ABOUT FAIRTRADE CHOCOLATE

1. In 1994, [Green & Black's Maya Gold](#) chocolate bar became the first Fairtrade-certified product in the UK.

2. Most cocoa farmers have never tasted chocolate, but farmers from a Fairtrade-certified cooperative in Ghana own 44% of the Divine chocolate company. Launched in 1998, it went down in history as the first farmer-owned confectionery brand in the UK.

3. Cocoa is produced in tropical. The ideal climate for growing cocoa is hot, rainy, and tropical, with lush vegetation to provide shade for the cocoa trees. Ghana and Côte d'Ivoire are the top selling countries.

4. Cocoa farmers gain very little from a very profitable global cocoa trade.

5. Most cocoa farmers in Ghana and Côte d'Ivoire live on less than a \$1 a day. Poverty, and its many related issues, such as child labour, is the key challenge faced by cocoa growing communities. With Fairtrade sales, farmer cooperatives receive the Fairtrade Premium which they spend on improving quality and productivity of their farms, to increase incomes.



6. The average age of a cocoa farmer is now over 50 because the younger generation cannot be attracted to the profession as the benefits are so poor.

7. There are lots of different types of chocolate products bearing the FAIRTRADE Mark in the UK, including premium, conventional, organic, gluten free and vegan.

8. Fairtrade chocolate accounts for 12% of total sales in the UK – and the trend for Fairtrade-certified cocoa treats is growing.

9. 25% of all Fairtrade cocoa growers are women.

10. Education is key to the future of cocoa communities. Fairtrade Africa currently trains cocoa farmers in financial management, governance, good agricultural practices, gender and child labour.

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Knife Skills

Knife Safety Rules

The correct knife should be used for the appropriate job.


Knives must be kept sharp and clean; a blunt knife is more likely to cause a cut because more pressure needs to be applied to use it to cut.

Knife handles must be grease-free. The point must always be downwards when carrying a knife.

Knives should not be put in the washing-up bowl.

A knife must not be left on the edge of a table or chopping board.

Types of Knives

Knife	Description	Uses
 Cook's knife	Comes in different sizes. Strong, ridged blade is suitable for a range of tasks.	Dicing, chopping and trimming vegetables, meat, poultry and fresh herbs.
 Paring knife	A small knife with a thin and slightly flexible blade.	Fruit and vegetable preparation.
 Boning knife	A very strong blade that will bend or break easily. May have a straight or curve blade.	Removing bones from meat joints and poultry.
 Filleting knife	Thin-bladed, flexible, very sharp knife.	Filleting fish.
 Carving knife	Long blade with a serrated or plain edge. Can be rounded or pointed.	Carving meat joints or cooked hams.
 Bread knife	Long serrated edge.	Slicing loaves and other bread products.
 Palette knife	Flexible blade, which is rounded at the top.	Icing cakes; turning food during cooking; moulding and smoothing food.

Knife Skills

Hold



Bridge Hold

To use the bridge hold, first place the flat surface of the item on a chopping board. Now form a bridge with the thumb and index finger of one hand and hold the item on the chopping board.



Claw Grip

Shape your hand into a claw shape, tucking the thumb inside the fingers - the knuckle to fingertips part of the hand acts as a barrier against the knife blade when being held in the claw grip shape.

Vegetable Cuts

	Jardinière Baton-shaped lengths		Julienne Matchstick-sized strips
	Macédoine Medium-sized dice		Batonnet Square-shaped lengths
	Chiffonade Fine shreds of leafy green vegetables		Turning Barrel-shaped vegetables

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How to evaluate a food product

What have you made?

What skills/techniques have you used?

What went well?

How did you decorate/garnish it?

What did you like/dislike about it?

How could you improve?

What sensory words would you use to describe it?
(appearance, taste, texture, smell)

Is there anything you would change?
Why?

How would you improve your product if you were to make it again?

Sensory Words

Appearance (Looks)

Appetising	Dry	Hot
Attractive	Fattening	Moist
Clear	Firm	Runny
Cold	Fresh	Smooth
Colour	Greasy	Soft
Colourful	Hard	Tasty
Crumbly	Healthy	Tough

Taste (Flavour)

Acid	Herby	Stale
Bitter	Meaty	Sweet
Bland	Old	Tangy
Burnt	Salty	Tasteless
Cheesy	Sharp	Tasty
Creamy	Sickly	Undercooked
Dry	Sour	Watery
Fruity	Spicy	

Smell (Aroma)

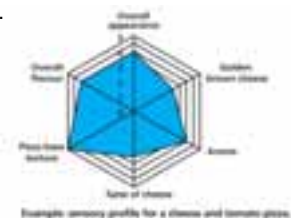
Burnt	Yeasty	Garlicky
Fragrant	Sickly	Spicy
Fruity	Spicy	Stale

Texture (Mouthfeel)

Airy	Firm	Mushy
Brittle	Fizzy	Powdery
Chewy	Flaky	Slimy
Creamy	Foamy	Smooth
Crisp	Gooey	Soggy
Crumbly	Greasy	Sticky
Crunchy	Gritty	Stringy
Dry	Hard	Tender
Fatty	Lumpy	Watery

Sensory Profiles

The results of sensory tests are often displayed visually using charts and sensory profiles, such as the star profile/radar diagram below.



Rating Tests

People are asked to say how much they like or dislike a sensory characteristic of a product.

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Year 8 Geography Knowledge Organiser

Contents Page

Topic	Pages
GEOGRAPHY OVERVIEW	Pages 3 – 9
ASIA	Pages 10 - 27
MIDDLE EAST	Pages 28 - 49
AFRICA	Pages 50 - 69
CLIMATE CHANGE	Pages 70 - 76
GLOSSARY OF KEY TERMS	Pages 77 - 78
MAPS	Pages 79 - 94

Key Terminology

SEEP

Social = Issues to do with peoples lives

Economic = Jobs, business and money

Environmental = The Environment

Political = Countries and Governments

Stakeholder = Somebody who has an interest in an issue

Timescale = Are you talking short term (days and weeks) Or long term (months and years) ?

Spatial = What scale are you looking at ? Is it *local* scale, **regional** scale , *national* scale or *global* scale ?

Sustainability

“Meeting the needs of the present without compromising the ability of future generations to meet their own needs”

Enough , For all, Forever

3

Geography Connectives

At the end of every sentence ask yourself – ‘So ?’ , ‘And ?’ and ‘Why ?’

This means that ...

As a result of this ...

This leads to ...

The result of this ...

This results in ...

In the future this may lead to ...

As a consequence of this ...

This occurs because ...

The reasons for this is ...

This causes ...

An example of this is ...

The reason for this is ...

... leading to ...

... meaning that ...

The **impact** of this is ...

This produces ...

This may bring about ...

...and because of this ...

This is due to ...

This suggests that ...

...and this means that ...

One reasons for this is ...

...and due to this ...

4

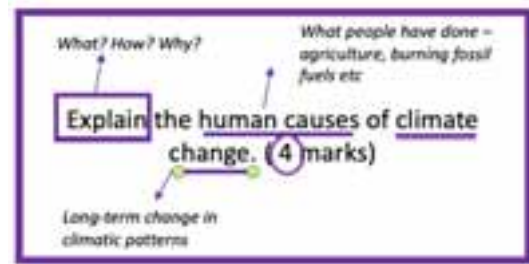
BUG the exam question

Before you answer any question remember to **BUG** the question

B – box the command work

U – Underline any other key words

G – glance at the mark



Developing your points using the PEEL structure

Point

What is the point you are making ?

Evidence

Which examples / facts / data link to your point ?

Explain

Develop your point using connectives such as 'This means that' or 'therefore' or 'this shows that'

Link

How does your point link back to the question ?

5

Reading a graph in Geography

PEA

P	Pattern	E.g. "Its increasing"
E	Evidence	E.g. "Between 1990 and 2005 it increased ..."
A	Anomalies	Is there anything different ? A sudden drop ? Point it out.



6

Reading maps in Geography – ‘CLOCK’

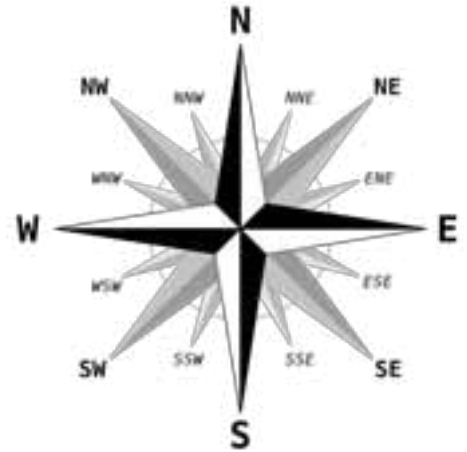
C = Country

L = Latitude / longitude

O = Oceans and Seas

C = Compass points

K = Kilometres (distance and scale

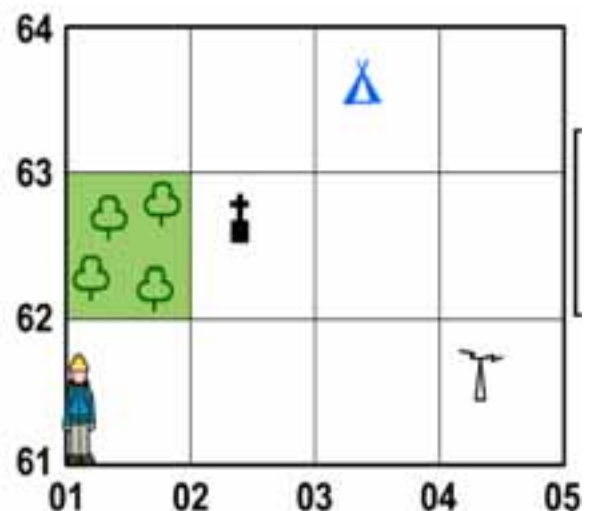


7

Using OS maps in geography

Follow the 3 Grid reference rules

1. Always go across the landing and then up the stairs .
2. If you are ‘in’ a square, then go down and left.
3. If you are given a grid reference and need to find it ,go up and right.



8

Decision making exercises checklist.

Did you ...

1. Plan your answer ?
2. Rank your option choices ?
3. Develop your points using TAT ?
4. Link to SEE ? (**Social** , **Economic**, *Environmental*)
5. Mention stakeholders ?
6. Use the resource booklet ?
7. Link to scale – *local*, **regional** and *national* ?
8. Link to time – *short term* vs *long term* ?
9. Think about the bigger picture – national or global issues ?

9

Asia

Year 8 Geography Asia

How is Asia being transformed?

Asia means 'East'

It is the world's largest continent in both area and population.

It is made up of 49 countries.

The population of Asia is to over 4.3 billion.

More than half of the population of Asia are found in China and India.



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Year 8 Geography Asia Physical features in Asia

The Himalayas are found in Asia.

Mount Everest, the highest mountain in the world, is found here.

It is over 8848 m above sea level.

The Gobi desert is found in Asia.

The Pacific Ocean is found to the east of mainland Asia.

The Indian Ocean is found to the south of mainland Asia.



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Year 8 Geography Asia

How does India rely on the monsoon climate?

India relies on the monsoon climate for its economic development.

The Monsoon months are June to September.

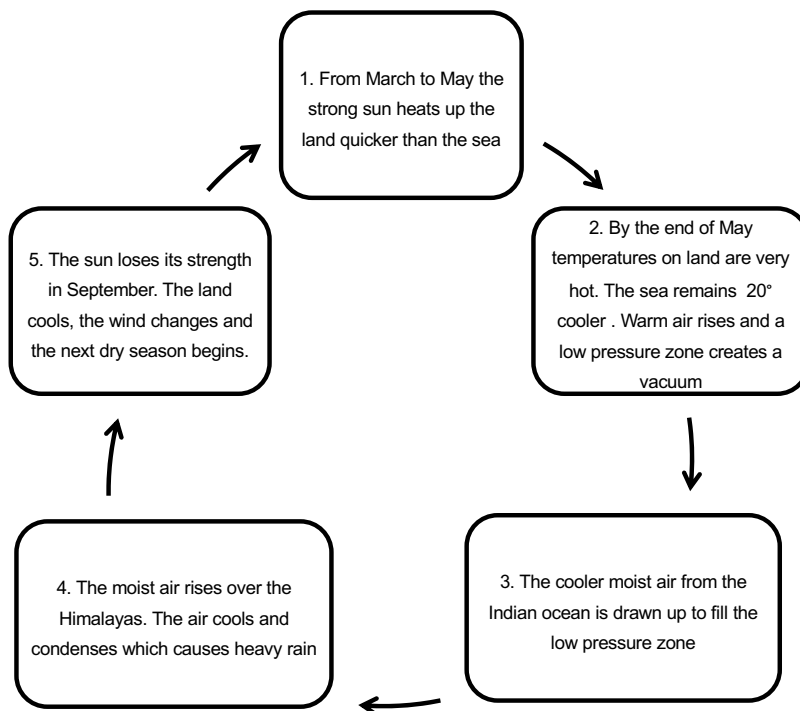
The Monsoon season brings 3/4 of India's yearly rain.

Over 50% of people are employed in agriculture (farming) in India.

1.4 billion people rely directly on agriculture.

India grows over 100 million tons of rice and grain each year.

Agriculture produces 15% of India's \$1.83 trillion GDP.

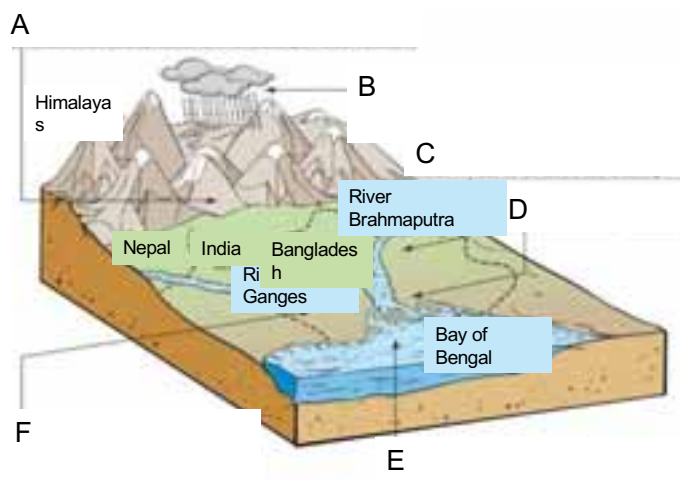


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Year 8 Geography Asia

Causes of the 2017 Bangladesh floods in South Asia

Description of cause	
A	Trees were chopped down at the bottom of the Himalayas in Nepal.
B	Monsoon <u>climate</u> creates heavy rain.
C	Rivers split due to <u>soil erosion</u> in the Himalayas.
D	The water level rises due to soil and materials being washed into the river.
E	<u>Cyclones</u> (violent storms) frequently move up the Bay of Bengal.
F	80% of Bangladesh lies on a huge <u>flood plain</u> which is 1m above sea level.



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Year 8 Geography Asia

Impact of the 2017 floods in South Asia

Countries affected:

India: 31 million people lost their homes, jobs, cattle or property.

Bangladesh: more than 8 million were affected, 3 million were children.

Nepal: 1.7 million people were affected.

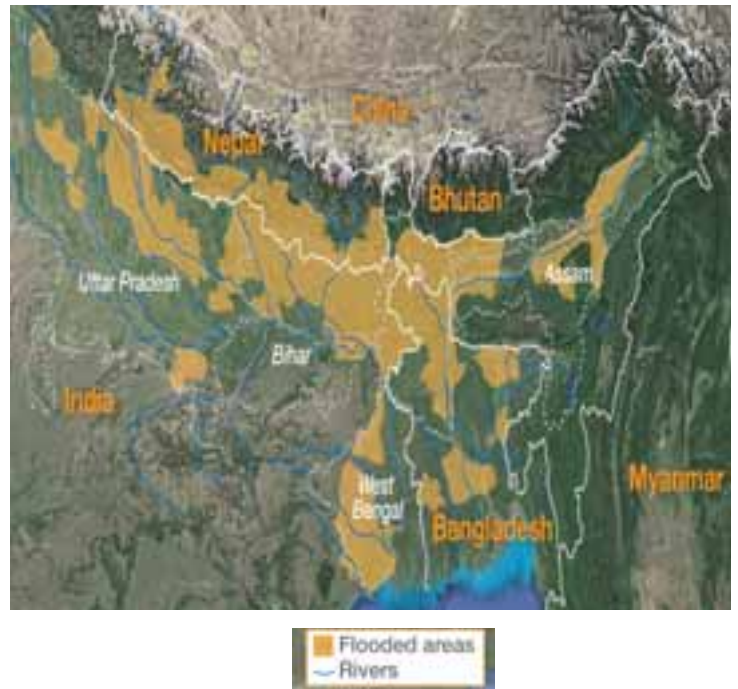
Social impact:

1.5 million homes were destroyed.

Thousands of schools, hospitals, roads and bridges were damaged.

1,300 people were killed.

30-40% of people killed were children.



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Year 8 Geography Asia

Population distribution and growth

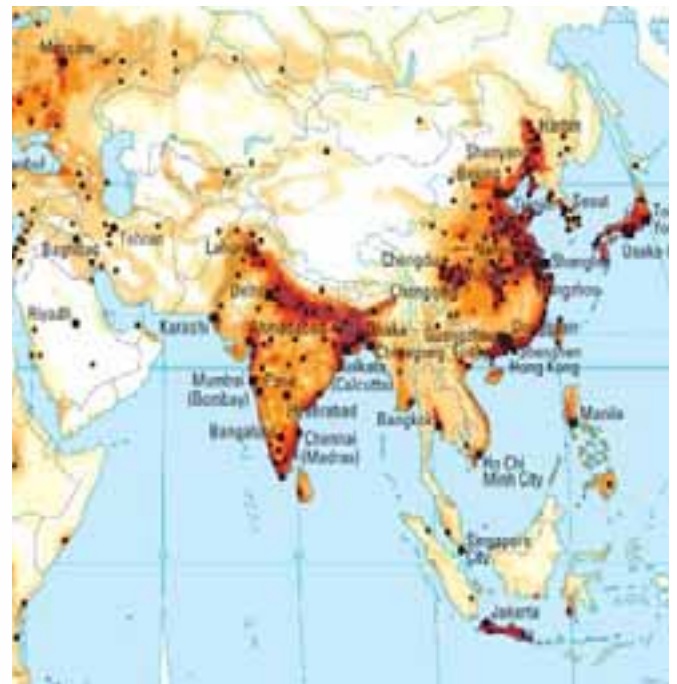
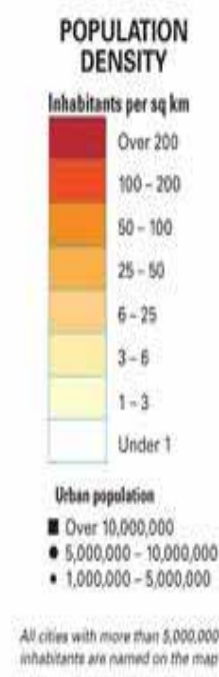
66% of the world's population lives in Asia.

4.4. billion people live in Asia.

China: 1.4 billion

India: 1.3 billion

Population distribution is unevenly spread



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Year 8 Geography Asia

Population of Japan

Population: 127 million

Average life expectancy: 85 years

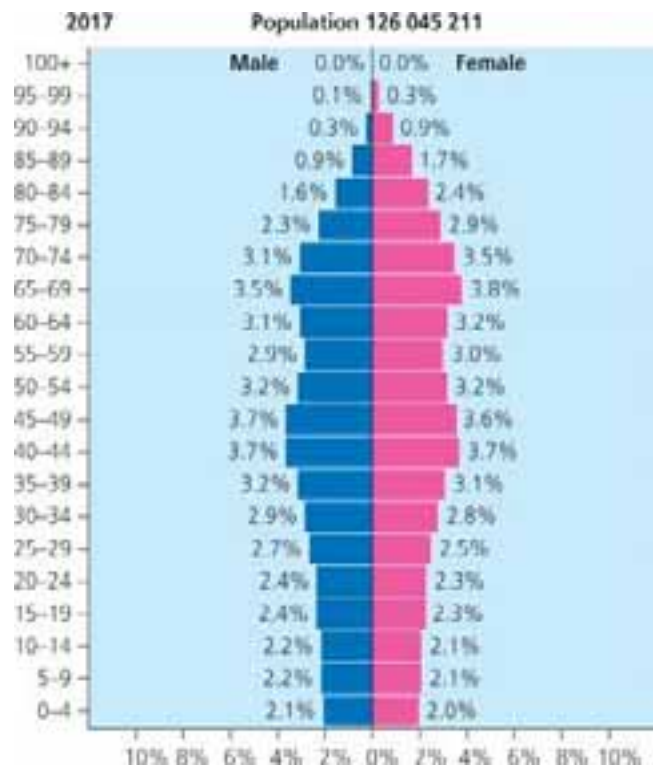
Birth rate: 7.4 births per 1000 people

Future predictions:

The population will shrink by 1/3 in the next 50 years.

Over 64-year olds (currently 25% of the population)

will increase to 38%.



17

Year 8 Geography Asia

Solving Japan's aging population issue

Issues:

Japan has an aging and shrinking population.

There is a shortage of workers.

In Tokyo there are twice as many job vacancies as applicants.

Solutions:

The Prime Minister is supporting a 'robot revolution'

Increased use of robots and automated machines will reduce the need for workers.

The government has increased the number of overseas workers to over a million, double that in 2008.

An internship programme launched attracted cheap labour from Asia to farms and factories.

Foreigners are now able to buy homes in Japan.

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Year 8 Geography Asia

Population of Afghanistan

Population: 30 million

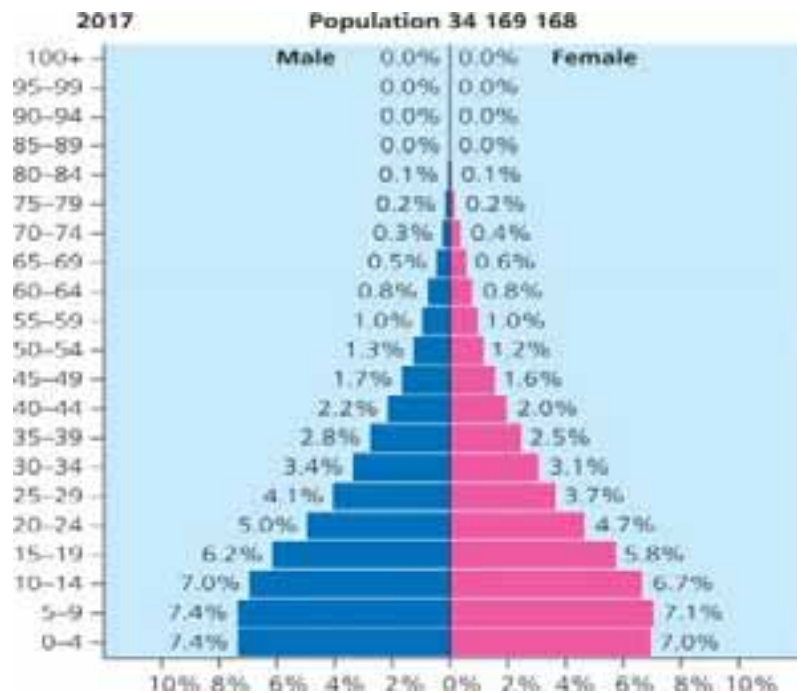
Average life expectancy: 65 years

Birth rate: 32.2 births per 1000 people

Future predictions:

The population will double.

The increase in population will cause the economic development of Afghanistan to suffer.



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Year 8 Geography Asia

Solving Afghanistan's overpopulation issue

Issues:

The population is set to double in the coming years.

The United Nations have calculated that Afghan women have 6.3 children, on average, over their lifetime.

Women have a significantly lower literacy rate compared to men.

Solutions:

The Afghan government is encouraging more people to use contraception.

Educating people about the use of contraception.

Afghanistan has a conservative Muslim society who may oppose the use of contraception due to religious beliefs.

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Year 8 Geography Asia

Urbanisation of Karnataka, India

Population of Karnataka: 61.1 million

Number of people below the poverty line: 23.6%

Infant mortality rate: 35 infant deaths per thousand

Percentage of under 3-year-old children: 40%

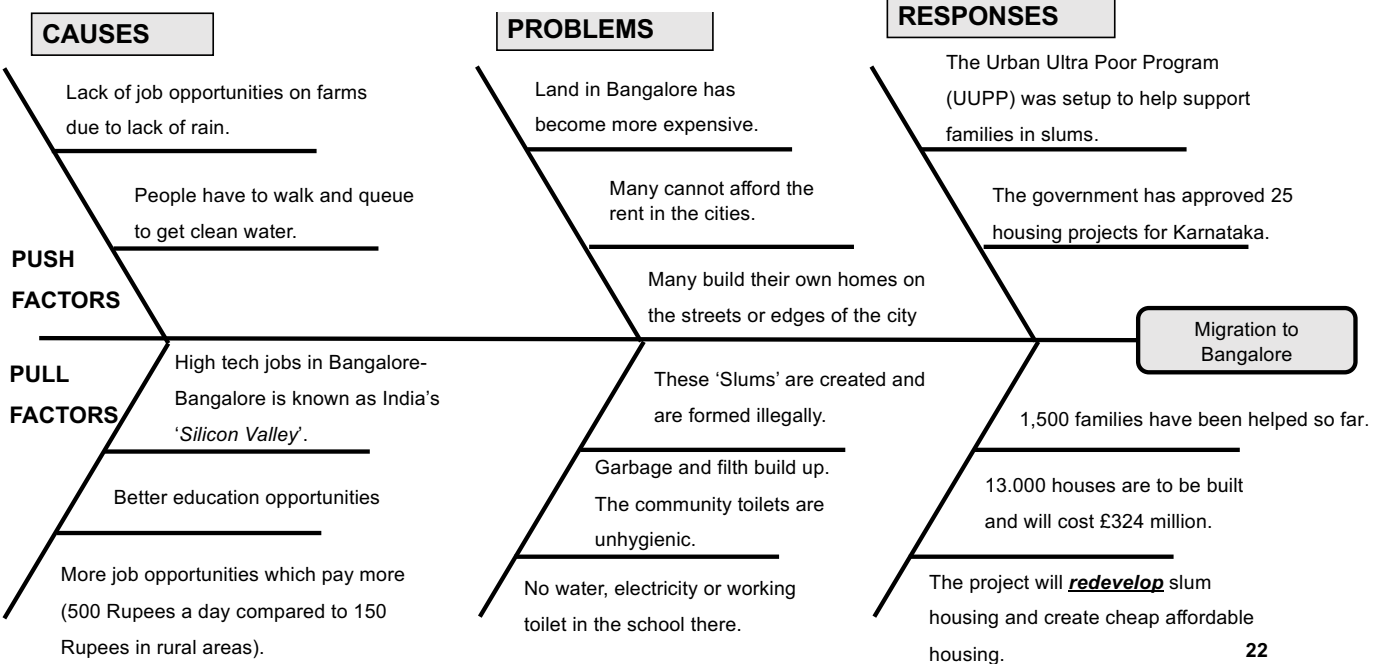
Cities with a population of over 1 million: Bangalore



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Year 8 Geography Asia

Why are people moving to Bangalore and what are issues is this causing ?



22

Year 8 Geography Asia

Reasons behind China's economic growth

Reason	Details
Labour Supply	China has the biggest <u>population</u> in the world.
Large percentage of female workers	Due to the one-child policy, women take less time off for maternity leave compared to other countries.
Low wages	Low wages increase the amount of <u>profit</u> companies can make.
Natural resources	12% of the world's <u>mineral resources</u> .
Location	Close to India, South Korea Japan, Russia and the Middle East to make trade links with.

Reason	Details
Poverty reduction	Since 1990, 439 million people have been lifted out of poverty.
Investment in infrastructure	The government has built many new roads, rail systems and made rivers navigable.
Energy supply	China is the largest <u>producer</u> and <u>consumer</u> of coal in the world.
Political system and strong leadership	The government controls the economy rather than private businesses and can plan for the long-term.

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Year 8 Geography Asia

China's Belt and Road Initiative

Key facts:

Created by the Chinese government in 2013.

The aim is to create more trade links between China and other countries in Asia, Europe and Africa.

By 2017 over 100 countries and international organisations have supported the initiative.

Railways, roads, ports are being built to allow China to create new trading routes with countries.



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Year 8 Geography Asia

World trade

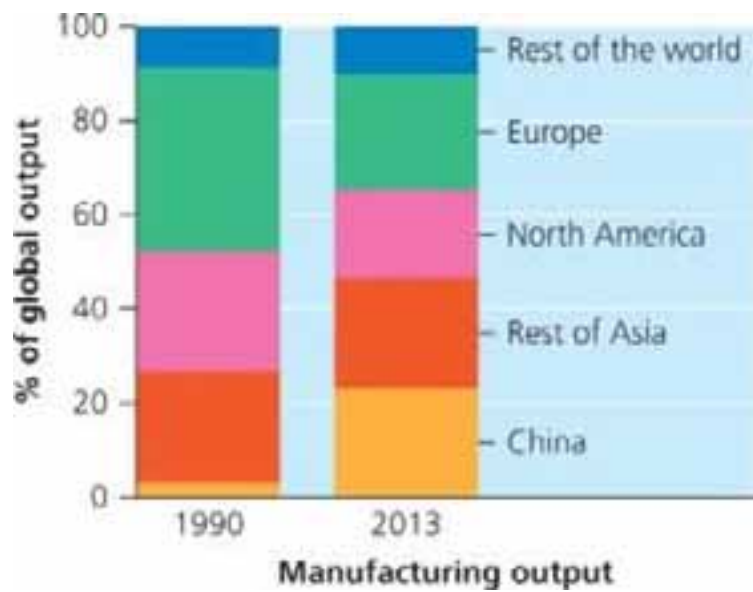
China and India now rank in the top ten countries for global wealth.

This economic growth has been called the 'Asian Miracle'.

It is estimated that China's economy growth will overtake America's by the late 2020s.

By 2050 China's economy will be 50% bigger than America's.

Wages for factory workers average at \$27.50 per day compared to factory workers in Vietnam who average at \$6.70 per day.



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Year 8 Geography Asia

China's One-Child policy

Why was the policy introduced?

In 1970 China's population was over 800 million and it was growing too quickly causing overpopulation.

The population was holding China's economic development plans back.

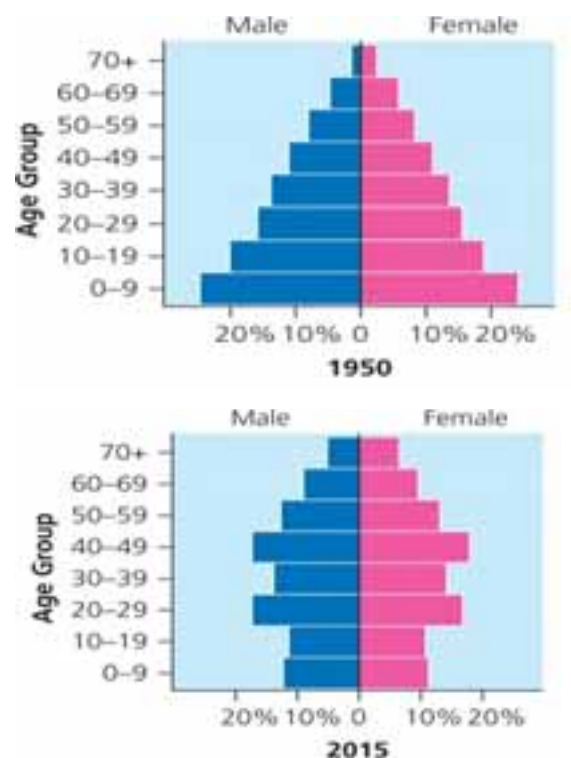
The population growth rate would have meant by 2020 the population would have doubled.

The policy:

In 1979 the One-Child Policy was introduced by the Chinese government.

Married couples who only had 1 child would get free education, better pensions, free childcare and benefits for their child.

If couples had more than 1 child they lost all these benefits.



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Year 8 Geography Asia

China's One-Child policy

Problems of the policy:

In 2012, there were 6.7 million forced abortions and more than 10 million a year previously.

There were millions of forced sterilisations.

Many mothers had abortions if they found out they were having a girl.

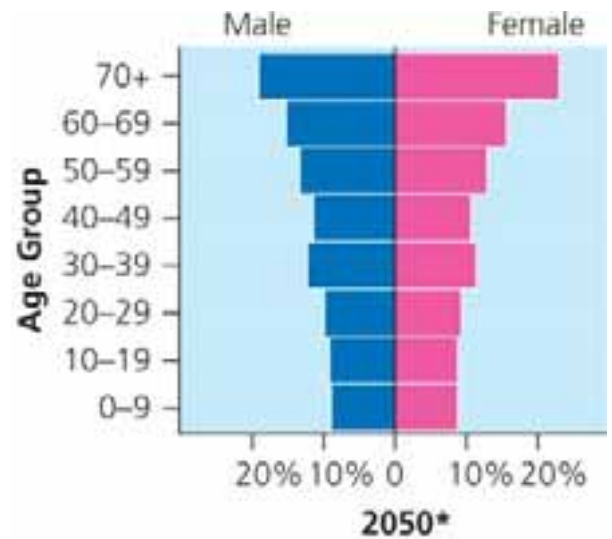
Women wanted their 'One Child' to be a boy.

The policy led has led to the population decreasing by 400 million.

There are now over 30 million more marriage-aged young men than women in China.

China now suffers from a rapidly ageing population.

The One-Child Policy was ended by the government in 2016.



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The Middle East

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Year 8 Geography Middle East. Why is the Middle East an important world region?

Countries/States	Capitals
Turkey	Ankara
Syria	Damascus
Iraq	Baghdad
Iran	Tehran
Jordan	Amman
Cyprus	Nicosia
Lebanon	Beirut
Israel	Jerusalem
Egypt	Cairo
Oman	Muscat
Yemen	Sana'a
Saudi Arabia	Riyadh
UAE	Abu Dhabi
Qatar	Doha
Bahrain	Manama
Kuwait	Kuwait City



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Year 8 Geography Middle East

Why is the Middle East an important world region?

Why is it important?

It is where the continents of Asia, Europe & Africa meet.

It can also be called Southwest Asia

Traders used this area to split India and the Far East

The term 'Middle East' describes neither geography nor culture.

It is important because it has oil

It has suffered from huge conflict

Key Term	Definition
Crude oil	Naturally occurring and unrefined petroleum that can be refined into petrol, diesel, gasoline, kerosene and other petrochemicals
Diversifying	The creation of a much wider variety of new business opportunities and jobs in a <u>region</u>
Forced migration	Movement of people away from their homes due to political conflict, natural disaster or environmental hazard.
Mediterranean climate	<u>Region</u> that experiences mild winters and warm summers
Region	An area within a country

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Year 8 Geography Middle East

The Physical Geography of the Middle East

Main physical zones

There are two zones

In the north it is mountainous:

Pontic & Taurus Mountains in Turkey

Zargros & Elburz Mountains in Iran

In the south it is desert:

Arabian Desert

Rub' Al Khali or Empty Quarter

River basins:

Nile

Euphrates

Tigris



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Year 8 Geography Middle East

How does plate movement affect the Middle East?

Tectonic Plate History:

The Arabian Plate was part of the African Plate about 500 million years ago.

They have been spreading apart since then

This spread has created:

Red Sea

The Gulf of Aden

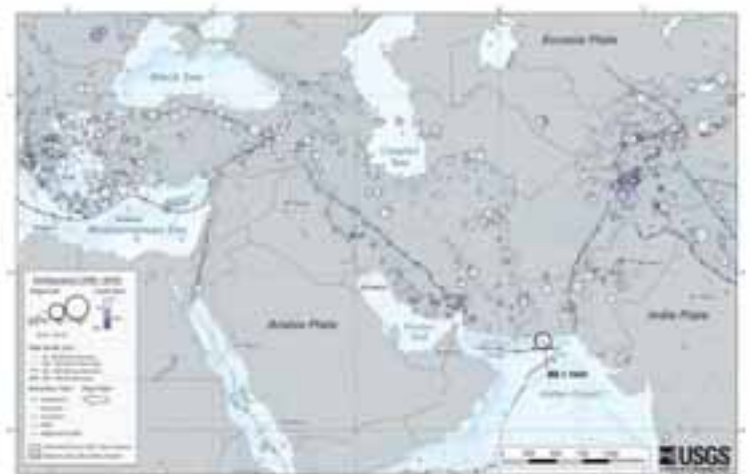
The Persian Gulf

Tectonic Plate Movement:

The Red Sea is lined with volcanoes

The Arabian Plate is moving northward by 3cm each year

It collides with the Eurasian Plate to make the mountains in the north (Pontic/Taurus/Zargroz/Elburz)



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Year 8 Geography Middle East

The climate of the Middle East

Climatic Zones

There are 2 zones: Desert & Mediterranean

The South

The Arabian Peninsula is mainly desert

Rain is light, only between May-Sept and sometimes not at all

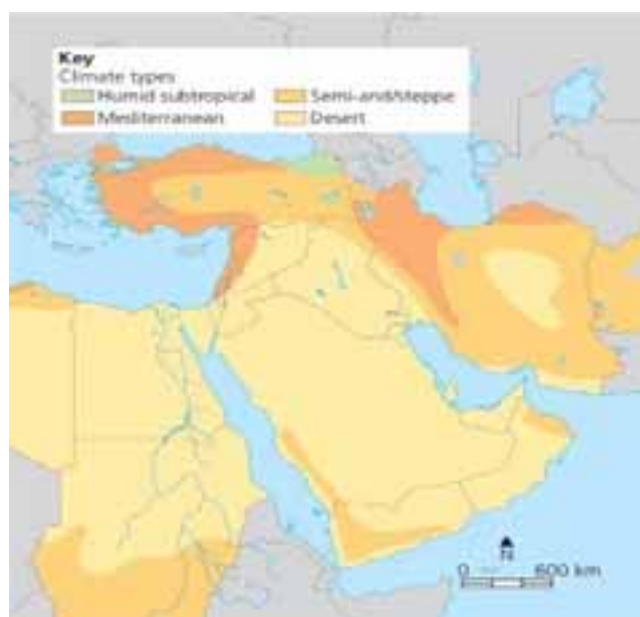
Daytime temperature in the desert can reach 52°C

At night the deserts can be cool or even cold

The North

The Mediterranean climate has 2 seasons – a hot summer and warm, wet winters

It is mainly arid (dry) causes water scarcity



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Year 8 Geography Middle East

The population of the Middle East

Population Density:

410 million people

Distribution is uneven and linked to the physical geography

Vast deserts are sparsely populated

The north and coasts are more densely populated

Egypt contains the most densely populated areas.

Why is it so diverse?

It is at a meeting point of trade routes for over 5,000 years

It connects Asia, Africa & Europe

This results in a complicated mix of languages, customs & cultures

Most people speak Arabic, apart from in Turkey, Iran & Israel

The region is the birthplace for 3 main religions: Christianity, Judaism & Islam

Most people are Islamic

There are many ethnic groups, mostly Arab (apart from in Israel & Turkey)



Country	Population (millions in 2017)
Bahrain	1.5
Egypt	93.4
Iran	79.1
Iraq	39.2
Israel	8.3
Jordan	9.7
Kuwait	4.1
Lebanon	6.2
Oman	4.7
Qatar	2.7
Saudi Arabia	32.6
Syria	18.3
Turkey	80.9
UAE	9.4
Yemen	28.3

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Year 8 Geography Middle East

The economy of the Middle East

Crude Oil reserves in the region

It is the largest source of crude oil

The Arabian Plate holds 48% of the world's oil reserve % 43% of natural gas

Oil was discovered in 1908 in Persia (now Iran)

These discoveries were made just when the car was being invented & oil was the fuel

The rich countries (UK & USA) became very interested in the region

Oil has brought great wealth to the region

The importance of Oil

The discovery of oil has revolutionised the economy

The world is dependent on the Middle East for its oil

China imports 60% of its Crude oil to sustain its economic growth – 50% of this is from the Middle East

Their economy is dependent on one produce – Oil

They lack the range found in other economies like the UK & USA



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Year 8 Geography Middle East

The development of the UAE

How has the UAE developed?

Formed in 1971

Made of 7 emirates

Abu Dhabi is the largest emirate, covering 85% of the country

Dubai is the most populated, 35% of population

Oil reserves are 7th largest in the world

Gas reserves are 17th largest in the world

Second largest economy in the Middle East

Since 1971, the economy has grown 231 times.

In 2011 it was ranked 30th on the Human Development Index of 187 countries

Diversification

It has a strong government

It has reduced the dependence on oil by diversifying

Dubai has become a world communication hub & tourist destination

Dubai is the 5th largest tourist destination in the world.

How is the population changing?

The country had one of the largest migrant male workforce in the world

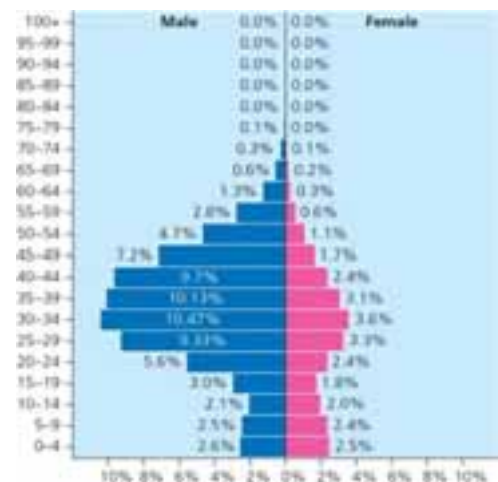
Only 1.4 million people are actually from the UAE

The distorts the population structure of the country

Immigrants make up 90% of the workforce

Most come from Bangladesh, Pakistan & the Philippines

In 2012, 240,000 migrants were from Britain.



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Year 8 Geography Middle East

The development of Yemen – Part 1

How has Yemen developed?

It is the poorest country in the Middle East

It is a country of great beauty & heritage

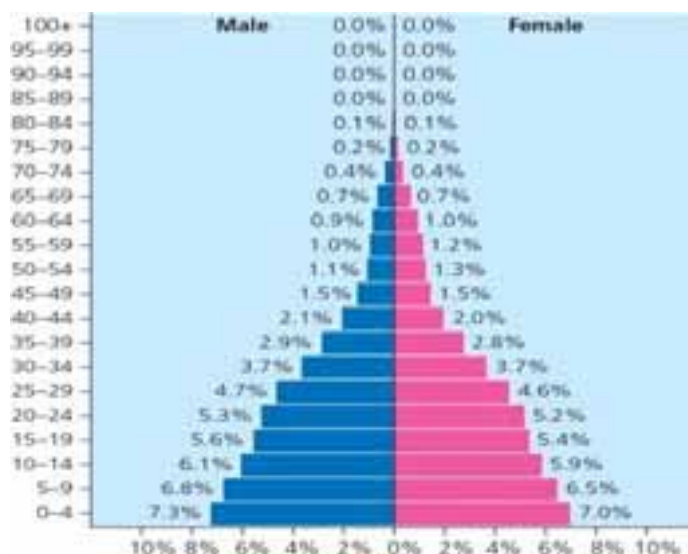
It has 4 UNESCO World Heritage Sites

It's population is 25.4 million

54% of people live in poverty, living on less than \$2 a day

45% of the population is malnourished

There was a Civil War in 2017: this created a humanitarian crisis



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Year 8 Geography Middle East

The development of Yemen - Part 2

Yemen economic report

Conflict Until 1990 it was 2 countries: north & south
Civil War has drained its oil reserves
Wealth has been used on military spending

Imports/exports No products are exported
Most food is imported
Economy is reliant on oil exports & foreign aid
Every family had at least one member working in Saudi Arabia, but when Yemen declared itself neutral during the Gulf War led to them being expelled and losing income

Governments Corruption has mispent the nations wealth
Oil pipelines have been destroyed by enemies of Yemen's former president.

Wealth from Oil In 2005, oil accounted for 65% of wealth & 86% of exports
Oil is running out and gas has been found, but not developed due to war

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Year 8 Geography Middle East

The development of Yemen - Part 2

Yemen <u>economic</u> report	
Infrastructure	There are no railways. People cannot access basic services
Population	Due to double in next 20 years to 40 million It should reach 60 million in 30 years 2/3 of people are under 24 – 60% of these are unemployed
Gender Equality	Worst country in the world Girls taken out of school to marry or care for family 49% of women are illiterate
Water	7 th water stressed country in the world Due to mismanagement of supplies Water in the capital Sana'a is only available once every 4 days
Tourism	It has potential – it is beautiful It cannot be visited until it sorts its security crisis & wars

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Year 8 Geography Middle East

Conflict in the Middle East

Why is there ongoing conflict in the Middle East?	
Borders	<u>Regional</u> borders, set by Britain & France when they colonised the <u>region</u> has led to many displaced people The Kurds have no state of their own – they are in 5 different states Israel was made in 1948 as a Jewish homeland This led to the division of Palestine and conflict between Jews and Muslims
The Arab Spring	In 2011 protesters rebelled in Tunisia & Egypt Unemployment, corruption & rising prices were common This led to change in governments in both countries More protests started in Yemen, Bahrain, Libya & Syria – but these met with violence and failed The ongoing wars in Yemen & Syria are results.

Why is there ongoing conflict in the Middle East?

Oil	Foreign nations (USA) interfere in local politics because they are concerned about oil supply This has contributed to terrorist atrocities around the world
Religion	Shia Muslims and Sunni Muslims fight Shia Muslims control Iran & Sunni control Saudi Arabia Muslims on both sides look to these countries for religious & political support Since the Iraq War in 2003 tension has become worse
The Iraq War	The balance of power shifted in 2003 with the defeat of Saddam Hussein in Iraq Shia Muslims took over Iraq This has created two large Shiite States (Iran & Iraq) This has increased tension with the Sunni Saudi Arabia

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Year 8 Geography Middle East

Conflict in Syria – Causes & events

How did the conflict in Syria start?

Background	<p>Syria borders Turkey, Iraq, Jordan, Israel & Lebanon</p> <p>It has 23 million people</p> <p>Until 2011 it was strong and stable</p> <p>People complaint about lack of freedom & corruption</p> <p>The al-Assad family have held power since 1971</p>
Conflict	<p>Inspired by the Arab Spring, demonstrations began in March 2011</p> <p>This unrest was met with force by the government</p> <p>Protesters armed themselves</p> <p>The country has been in civil war ever since</p>
International Involvement	<p>Other countries have made the situation worse</p> <p>Iran, Russia, Saudi Arabia & USA have all provided military, financial and political support</p>
Religion	<p>The governments Shia minority is fighting the Sunni majority</p> <p>Each side is backed by Iran (Shia) and Saudi Arabia (Sunni)</p>



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Year 8 Geography Middle East

Conflict in Syria - Impact

Why did people start to leave Syria?

People left in mass numbers

This is **forced migration**

11.5% of **population** have been killed or injured in the war

Children have experience relentless violence & brutality

People initially fled to Turkey, Jordan & Lebanon

There are now 5 million Syrian refugees

Host countries must find shelter, food, work & serviced = expensive

It is very difficult to adapt to a new culture, language & way of life

Many refugees thought their life in refugee camps would be short

term

Many Syrians have given up on the idea of going home

Many make difficult & dangerous journeys into Europe to have a

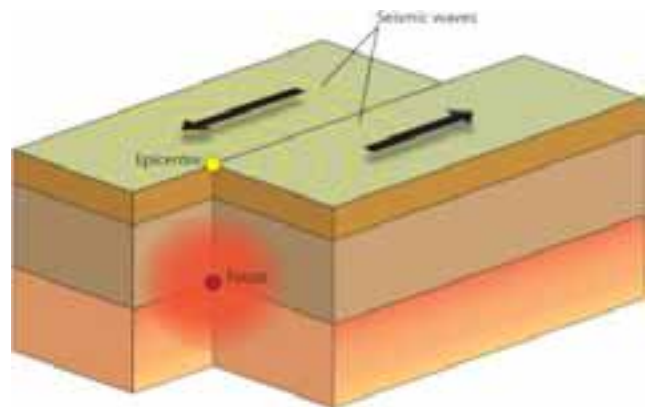
better life



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Year 8 Geography Middle East. How does an earthquake occur?

Keyword	Definition
Focus	The location under the Earth's surface where the earthquake starts.
Epicentre	The area on the surface directly above the focus.
Tectonic plates	Pieces of Earth's crust and uppermost mantle
Fault line	A break in the earth's surface where two tectonic plates move.
Seismic waves	Waves of energy caused by the sudden movement of the plates.
<u>Conservative</u> plate boundary	Where two tectonic plates move past each other slowly and get stuck which builds up pressure.
GNI per capita	Gross National Income per person, a measure of a country's wealth



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What caused the Haiti Earthquake?

Key Terminology	
Richter Scale	a measure of the energy released in an earthquake

Haiti lies on a **conservative** boundary.

The **epicentre** was close to the capital Port Au Prince

The earthquake was a 7 on the Richter scale

Haiti is an LIC

Buildings are poorly constructed

There is little technology to predict an earthquake



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What were the effects of the Haiti earthquake?



Social Effects

3 million people affected.
Over 220,000 deaths.
300,000 injured.
1.3 million made homeless.
Several hospitals collapsed.



Economic Effects

30,000 commercial buildings collapsed.
Businesses destroyed.
Damage to the main clothing industry.
Airport and port damaged.



Environmental Effects

Haiti was unable to dispose of the bodies and this led to the spread of disease.
Building, dust and debris remained for months after.

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What were the responses of the Haiti earthquake?

Short Term Responses

Dominican Republic provided **emergency water** and **medical supplies** as well as heavy machinery to help with search and rescue.

Most people were left to dig through the rubble by hand.

Emergency **rescue teams** arrived from a number of countries.

Medical teams began treating the injured - **temporary field hospitals** were set up by organisations like the Red Cross.

People from around the world **pledged money** over their mobile phones.

United Nations troops and police were sent to help distribute **aid** and keep order.

Key Terminology	
Short term responses	reactions immediately after the earthquake. Usually concerning survival.
Long term responses	reaction in the months following the earthquake. Usually concerning repair and rebuilding.

Long Term Responses

Money was pledged by organisations and governments to assist in rebuilding, but only slow progress had been made after one year.

After one year, there were still 1,300 camps.

'Cash for work' programs are paying Haitians to clear rubble.

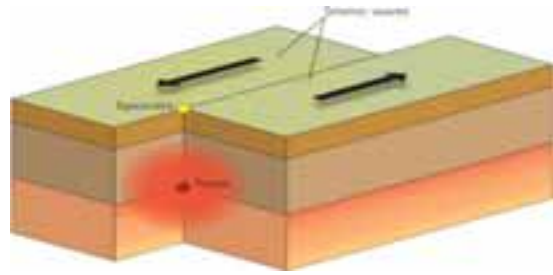
Small farmers are being supported - so crops can be grown.

Schools are being rebuilt.

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Year 8 Geography Middle East : What were the causes of the Turkey / Syria Earthquake 2023

- The North and East Anatolian faults are a **conservative** boundary where two plates move sideways past each other.
- Friction prevents this, so pressure builds up until the plates move suddenly, releasing energy and causing earthquakes. These are often shallow, which makes them dangerous.
- Syria is on the Arabian Plate, moving north at 15mm per year towards the huge Eurasian Plate.
- This squeezes the small Anatolian Plate westwards at about 20mm per year. Here most of Turkey sits.
- The North and East Anatolian faults mark the boundaries between these plates and the location of many earthquakes.
- The African plate, moving north-east at about 20mm per year.



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Year 8 Geography Middle East : What were the effects and responses to the Turkey / Syria Earthquake 2023

Effects

On Monday 6 February at 4.17 a.m. local time, a 7.8 magnitude earthquake struck southern Türkiye (Turkey) and Syria. Later that day, two further large earthquakes (6.5 and 7.5) and a series of aftershocks hit the **region**.

Then two weeks later, a 6.4 magnitude earthquake struck near Antakya in Türkiye – an area already severely affected by the first earthquakes.

More than 51,000 people have died in these disasters, with thousands more injured. Around 26 million people are currently in need of our help.

Close to 26 million people in Turkey and Syria have been **impacted** by the disaster, with over 55,000 dead and nearly 130,000 injured. Millions have been displaced from their homes, with over 10 million in need of urgent **aid**.

Responses

Immediately after the earthquake local people began to search for survivors in the rubble

250,000 volunteers from the rest of Turkey headed there.

After a day or two international rescue teams began to arrive.

Aid (such as shelter and food) began to arrive from Turkey and overseas. It was more difficult for rescue and **aid** to reach victims in Syria

Nine days later the last survivors were being pulled out

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Year 8 Geography Middle East : Why was the earthquake so deadly ?

World-wide 500,000 earthquakes occur a year, 10–15 are over magnitude 7.0. Some cause more damage than others, it depends on:

Type of earthquake: its strength, depth, aftershocks

Location: population density (e.g. low in rural and high in urban areas)

Timing: earthquakes that occur at night often kill more people

Communications: how easily relief can reach the earthquake zone

Construction: how well buildings can withstand earthquakes

Preparation: emergency planning and education.

Turkey is a middle income country (with mostly good infrastructure)

In 2011, Syria was a middle income country, since then civil war has shattered its people, economy and infrastructure. By 2021, it was a low income country and less able to respond to the earthquake.

Millions of war refugees live in both countries.

2021	Turkey	Syria
GNI per capita	US\$9900	US\$760
Human <u>Development</u> Index	0.838	0.577
Population	85 million	21 million

Africa

Year 8 Geography Africa

Key Terms

Key Term	Definition
Aid	Help given to a country in the form of money, supplies, services or technology. Can be short-term emergency aid or long-term development aid
Biome	An ecosystem that covers a really large area
Climate	The average weather conditions over a long period of time (30 years)
Climate Change	A change in global or <u>regional</u> climate patterns
Colonisation	The action of settling among and establishing control over the indigenous people of an area
Desertification	The process of fertile land becoming a desert.
Development	The process of a place developing through improved social, environmental, <u>economic</u> and political factors
Drought	A prolonged period of no rainfall.

Key Term	Definition
Ethnic Group	A community made up of people who share a common cultural background or descent
Exploitation	The action of treating a person or a place unfairly in order to benefit from it
Human Development Index (HDI)	A compound development indicator that includes: <u>GDP</u> , literacy rate and life expectancy
Imperialism	An ideology of extending a country's rule over another, often through military force or by gaining political or <u>economic</u> control of that place
Infrastructure	The systems, services and facilities serving a given place (e.g. buildings, transport links, power supply)
Migrate	The movement of people from one place to another
Resource	A supply of 'goods' that can be used by a person, city or entire country
Slum	Informal housing that is illegal and poorly built
Urbanisation	The process of making an area more urban (e.g. a town or a city)

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Year 8 Geography Africa

The Climate and Biomes

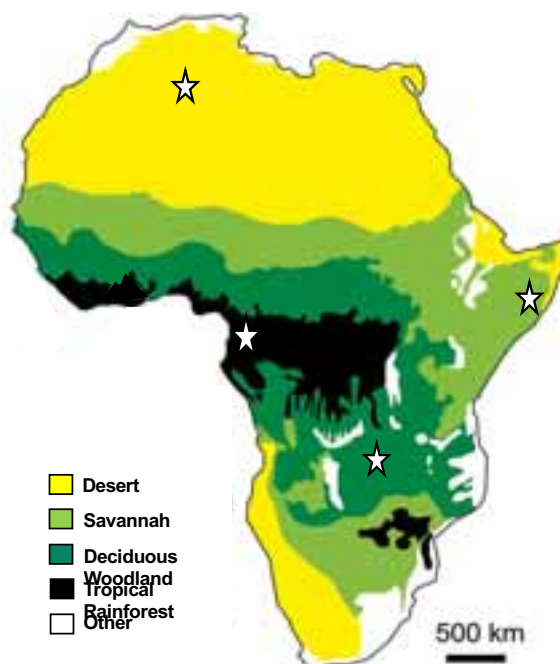
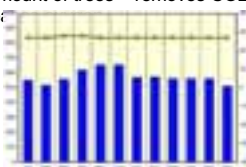
Algeria (Desert):

Very hot daytime temperatures (30° - 45°)
Very cold night time temperatures (0° or less)
Very little/no rainfall
Plants and animals adapted to survive in extreme heat and dry conditions



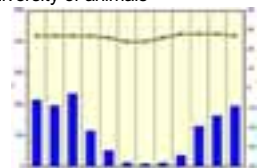
Cameroon (Tropical Rainforest):

High levels of rainfall (over 1000cm per year)
Hot temperature (26° all year round)
Very high biodiversity of plants, animals and insects
Large amount of trees = removes CO2 from air and releases oxygen



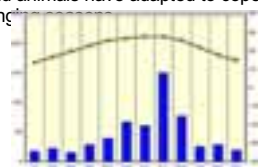
Somalia (Savannah):

2 distinct seasons – very wet and very dry season
Mostly made up of grass but there are some trees (acacia trees)
More than 50% of Africa is considered savannah
High biodiversity of animals



Zambia (Deciduous Woodland):

Has all 4 seasons (summer, autumn, winter, spring)
Trees in this biome lose leaves in the autumn/winter
Temperatures here are not extreme
Plants and animals have adapted to cope with the ever changing climate



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Year 8 Geography Africa

The Physical Landscape

Feature	Description
A. Atlas Mountains	<p>Extend for 1550 miles across North-Western Africa</p> <p>Home to the Berber people (original inhabitants)</p> <p>There are 4 distinct <u>regions</u> of this mountain range</p> <p>Anti-Atlas <u>region</u> is thought to have formed due to the collision of the African and North American Plate millions of years ago</p>
B. Sahara Desert	<p>The world largest hot <u>desert</u> (covers 3.3 millions square miles)</p> <p>Makes up 25% of the continent</p> <p>The <u>desert</u> consists of sand/gravel plains, sand dunes, elevated rocky plateaus and oases</p>
C. River Nile	<p>World's longest river = 4132 miles</p> <p>Lake Victoria (2nd largest freshwater lake in the world) is the Nile's chief source</p> <p>North flowing river, mouth of river meets Mediterranean Sea</p>



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Year 8 Geography Africa

The Physical Landscape

Feature	Description
D. Mt Kilimanjaro	<p>Highest mountain in Africa = 5895m</p> <p>Located in Mt Kilimanjaro National Park, Tanzania</p> <p>Kilimanjaro is a dormant volcano (last erupted 360,00 years ago)</p>
E. Great Rift Valley	<p>Formed at a constructive plate boundary (plates moving apart)</p> <p>Length approx. 4000 miles and average width of 35 miles</p> <p>Surrounded by The Great Lakes (some of the worlds largest and deepest lakes)</p>
F. Victoria Falls	<p>Located along the Zambezi River</p> <p>Natural border between Zambia and Zimbabwe</p> <p>1700m wide and 108m in height</p> <p>World Heritage Site since 1989</p>



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Year 8 Geography Africa

Erosion Key Terms

Hydraulic action

Air becomes trapped in cracks in the rocks. This trapped air is compressed and breaks the rocks apart causing erosion.



Abrasion

Rock and sand grind along the river bed, wearing away at the rocks surface like sandpaper.



Weathering

The breaking down of rocks at Earth's surface

Erosion

The wearing away of rocks and their transportation elsewhere

Attrition

Rocks and pebbles suspended in the river crash into each other, and they break down, becoming smaller and smoother.



Solution

Acids contained in river water will dissolve some types of rock such as chalk or limestone.



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Year 8 Geography Africa

Transportation Key Terms

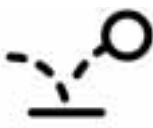
Traction

Large pebbles and boulders are rolled along the riverbed.



Saltation

Beach material is bounced along the riverbed



Transportation

The movement of material/ sediment in the river channel.

Deposition

The dropping of a rivers loads due to it losing velocity (speed)

Suspension

River material is suspended and carried by the flowing water



Solution

Material is dissolved and carried by the flowing river water

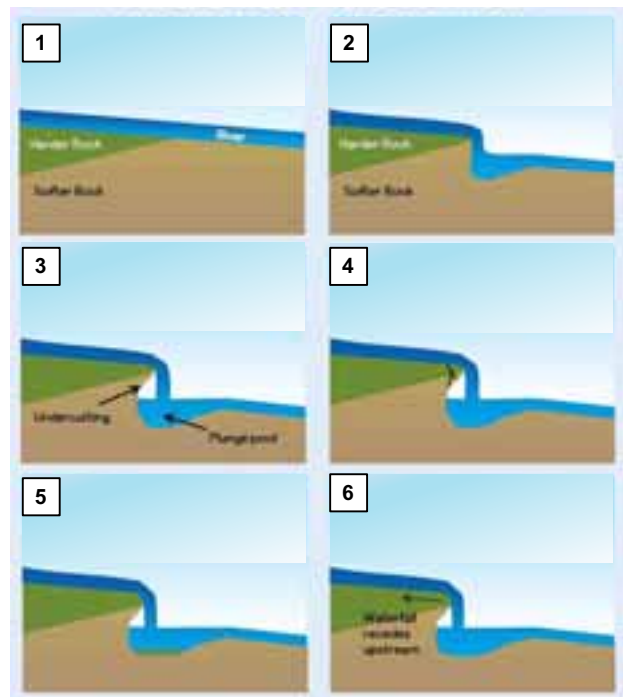


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Year 8 Geography Africa

Hydrology: Waterfall & Steep-sided Gorge Formation:

- 1 A river flows over a layer of soft rock and hard rock
- 2 Soft rock is more easily eroded than hard rock so it is broken down faster
- 3 Hydraulic action erodes the soft rock, this undercuts the layer of hard rock, leaving an overhang of hard rock behind
- 4 This overhang of hard rock eventually collapses because it is unsupported below
- 5 This overhang of hard rock eventually collapses because it is unsupported below
- 6 Overtime this process repeats and the waterfall retreats upstream leaving behind a steep-sided gorge



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Year 8 Geography Africa

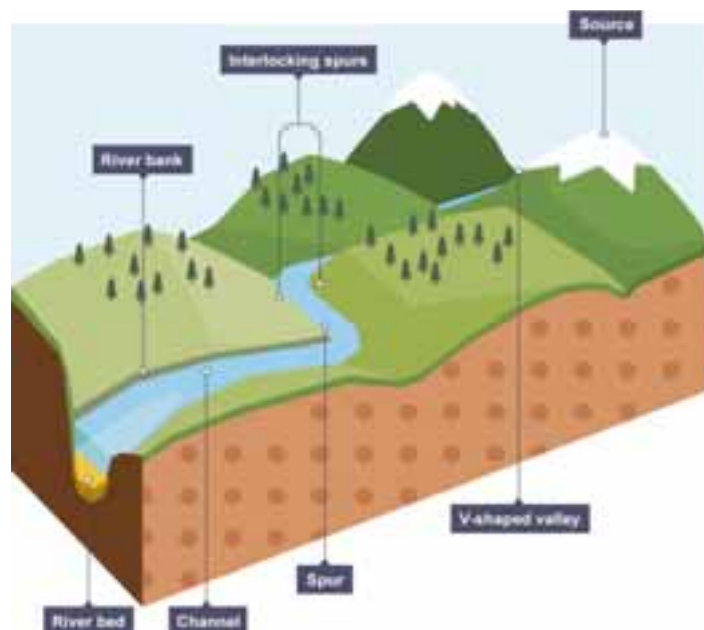
Hydrology: Interlocking Spurs

In the upper course there is more **vertical erosion**. The river cuts down into the valley

If there are areas of hard rock which are more difficult to erode, the river will bend around it

These outcrops of hard rock are called **spurs**

Interlocking spurs of land link together like the teeth of a zip and are formed by the river bending round multiple spurs



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Year 8 Geography Africa

Natural Resources

30% of all of the worlds minerals are found in Africa, making it the richest continent in the world, in terms of its natural resources.

However, the natural resources are not evenly distributed across the continent; and the continent has been massively exploited for its natural and mineral resources.

It exports **16%** of the world's **uranium** (used to produce nuclear energy)

Africa produces **55%** of the worlds **diamonds** (led by Congo and Botswana)

Produces **75%** of the worlds **platinum** (precious metal)

It exports **58%** of the world's **cobalt** (found in every mobile phone)

Has **10%** of the worlds **oil and gas** reserves (Nigeria and Libya are two of the worlds leading oil producing countries)

22% of the world's total production of **gold** (483 tons)

Africa is rich in rainforests, a source of valuable **hardwoods**



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Year 8 Geography Africa

Desertification in the Sahel (1)

Location: The Sahel, Southern border of the Sahara Desert

Distance: 3670 miles, from Senegal (West) to Eritrea (East)

The Problem: The Sahel is vulnerable to drought which has lead to frequent famine and the death of millions of inhabitants. Prolonged drought and strain on the land are causing the Sahara Desert to spread southwards, a process known as desertification.

Key Term	Definition
Drought	A prolonged period of no rainfall.
Desertification	The process of fertile land becoming a <u>desert</u> .
Famine	Extreme shortage of food leading to widespread starvation
Irrigate	To supply water to land or crops to help growth.
Soil Erosion	The removal of the upper layer of soil, resulting in loss of soil nutrients.
Vegetation	A collective of plants found in a given area.

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Year 8 Geography Africa

Desertification in the Sahel (2)

Causes of Desertification

Overgrazing AND over-farming
Deforestation
Climate change (erratic rainfall and drought)
Population growth (more pressure to grow more crops)

Effects of Desertification

Soil becomes less usable (nutrients lost)
Vegetation damaged or lost (soil erosion occurs)
Food loss leading to famine
Fewer plant and animal species

Responses to Desertification

Afforestation (Great Green Wall from Senegal to Djibouti)
Terracing // use 'Magic Stones'
Irrigation (water the land AND drip irrigation)
Responsible farming (drought resistant crops)



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Year 8 Geography Africa

Consequences of the Past

The history of European exploitation of Africa still influences the geography of the continent today.

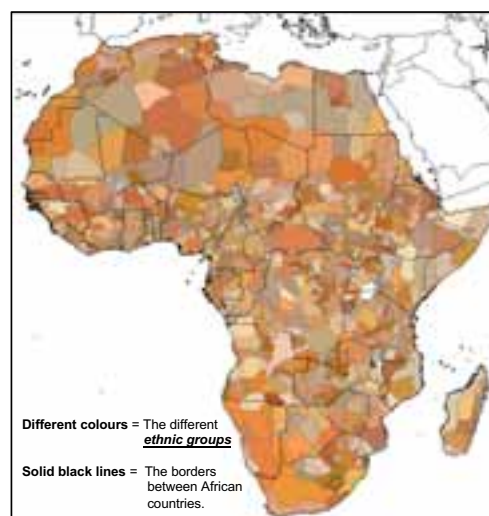
Before 1860, Africa had a rich history and culture. It was divided into thousands of small areas/kingdoms, based on different ethnic groups, language and culture (see map).

The Slave Trade:

Between 1600's and 1800's approx. **15 million** Africans were sold into slavery
West Africans were bought in exchange for goods

The Legacy of Colonialism:

African countries began gaining **independence** in the **1960's**
The borders created during the Berlin Conference frequently lead to **war** and **ethnic conflict**
African countries remain locked into **old colonial trade**; selling **natural resources** to the world market



The Scramble for Africa:

During European Industrial Revolution nations wanted to exploit Africa's natural resources
To prevent war between European countries, the **1884 Berlin Conference** divided Africa amongst **14** European countries

The Belgian Congo:

King Leopold II of Belgium controlled a region of rainforest in the Congo Basin
He cruelly forced locals to collect **rubber** from rubber trees
Approx. **10 million** Congolese people died due to the abuse

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Year 8 Geography Africa

Development (1)

Indicator	Description	Social, Environmental & <u>Economic</u>
Birth Rate	Total number of births per 1000 of the population	Social
Death Rate	Total number of deaths per 1000 of the population	Social
Life Expectancy	The total number of years a person is expected to live	Social
Infant Mortality	The total number of infants dying before reaching one year old, per 1000 live births	Social
Maternal Mortality	The total number of women dying during pregnancy or child birth, per 100,000 of the population	Social
Access to safe drinking water	The percentage of the total population who have a source of safe water within 1km of their dwelling	Environmental
Gross National Income (<u>GNI</u>)	The total amount of money earned by a nation's people and businesses	Economic
Gross Domestic Product (<u>GDP</u>)	The amount of money a country makes from its products per year	Economic
Purchasing Power Parity (PPP)	Compares different countries currencies through contrasting a specific product/good	Economic
Literacy Rate	The percentage of the total population who can read and write	Social

63

Year 8 Geography Africa

Development (2)

Location- For landlocked countries without a coast, trade can be more difficult	Climate- Extreme <u>climates</u> can make growing crops difficult, which makes food supplies unreliable
Natural Disasters- Frequent natural disasters means a country spends more time rebuilding than developing	Education- A lack of education results in a shortage of people being able to carry out high paying skilled jobs
Equality- When women have fewer rights than men; a country is not fully utilising its entire workforce	War- War-torn countries services are continually disrupted, buildings and <u>infrastructure</u> is damaged and people are killed
Politics- Unstable or corrupt governments make poor political decisions that keep countries in <u>poverty</u>	

Human Development Index (HDI)

A compound development indicator that considers: GDP, life expectancy and literacy rate

By having three indicators in one, the method becomes more reliable at accurately measuring development

HDI could be improved by including an environmental indicator

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Year 8 Geography Africa

Population Change (1)

Key Term	Definition
Population	All the inhabitants of a particular place
Population Density	The number of people living in one kilometre square
Population Distribution	Is the spread and pattern of people in a given area
<u>Sparsely</u> Populated	Few people living in a given area
Densely Populated	A large number of people living in a given area
Young Dependent	Individuals under the age of 16 years
Old Dependent	Individuals over the age of 65 years

Africa's population is approx. 1.3 billion people

Africa's population is equivalent to 16.7% of the world's total population

The population in Africa is not equally distributed

Africa's population is increasing and is expected to reach 2.4 billion people by the year 2050

Africa has the youngest population in the world, with 60% of the population below 25 years old

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Year 8 Geography Africa

Population Change (2)

Opportunities of Population Change: ✓

Improvements in public health have decreased infant and child mortality rates

Overall life expectancy has risen, though there are variations between different countries (average African life expectancy now = 62 years)

Young population means a large workforce

African workforce will be cheap so Multi-National Companies looking for cheap labour will move their factories to Africa

Africa:
Population
Change

Challenges of Population Change: ✗

33 of the UN's list of least developed countries are in Africa

Increased population growth will make it harder for governments to reduce extreme poverty and hunger

Increased population growth will make it harder for governments to improve health and education systems

African birth rate remains high (4.7 children per woman)

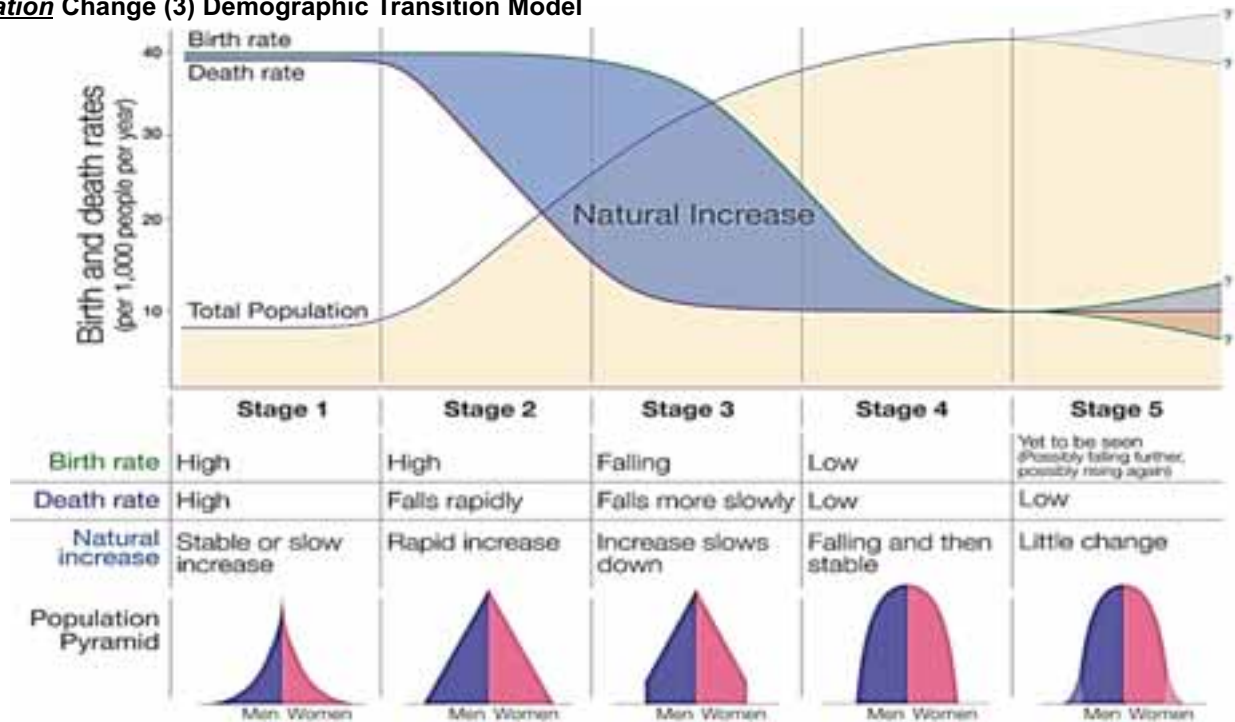
Young population is frustrated by: lack of jobs and corrupt governments

This frustration leads to young people migrating or seeking answers from extremist/ terrorist groups

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Year 8 Geography Africa

Population Change (3) Demographic Transition Model



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Year 8 Geography Africa

Urbanisation

Africa has the highest rate of urbanisation in the world

There are 48 African cities with over 1 million inhabitants living there

The growth of cities can lead to economic growth, transformation and poverty reduction

However, growth of cities can also lead to increased inequality, urban poverty and an increase in slum living

Urbanisation in Ethiopia:

Ethiopia has the 2nd largest population in Africa (over 100 million)

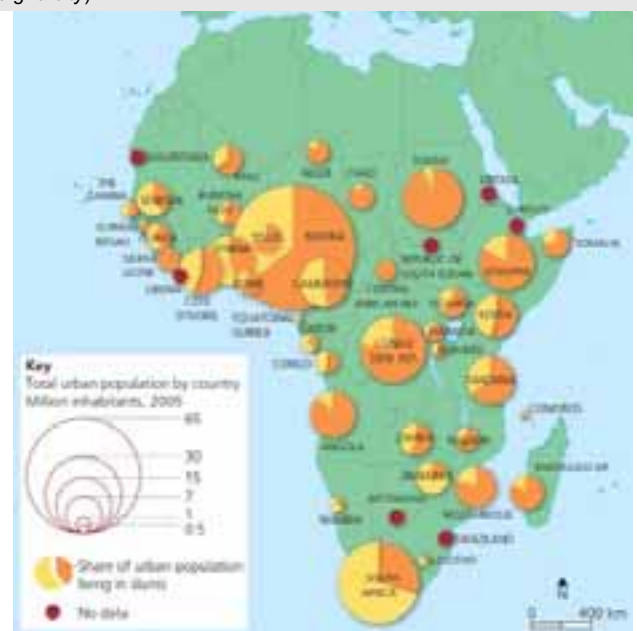
80% of Ethiopia's population is still rural (countryside) but urbanisation is accelerating fast

Of the urban population, 83% of people live in slum housing

Slum housing is informal housing that is often built poorly and illegally

Life in slums is tough: **poor sanitation** and **healthcare**, **limited** access to clean **water**, **rubbish piles up** as there is no organised refuse collection and often there are high levels of **violence and crime**

Urbanisation – The process of making an area more urban (built up e.g. a city)



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Year 8 Geography Africa

Improving Development

Giving Aid- Aid is the giving of goods, services and/or money from one country to another.

It can be short-term emergency aid or long-term development aid.

Improving Trade Links- It allows for easier and cheaper trade between different countries. There will be lower tariffs placed on goods from certain countries.

Multi-National Companies- Large international companies (e.g. Nike and Coca-Cola) will manufacture goods in developing countries and sell their products in developed countries.

Promoting Education- Placing a high value on education and making school attendance compulsory for all children. Encouraging more people to attend university

Improving Political Stability- Ensure that law and order are maintained. Introduce a government without corruption and ensure that democracy is achieved.

Promoting Equal Rights- Improve the social standing of women, those with a disability and others from minority groups.

China: Helping Africa to Develop

Financial support from China has helped the economy of African countries like Ethiopia develop quickly

African leaders view the growing relationship between their nations and China as an engine for economic growth

China funded a new 460 mile long railway line between landlocked Ethiopia and Djibouti on the East coast of Africa

China is spending billions of dollars a year funding the building of infrastructure and transport links in Africa

Trade between China and Africa

In 2009, China became Africa's largest trade partner

15% of Africa's exports (mainly natural resources) go to China

China provides 21% of Africa's imports, including: machinery, transportation, communication equipment and manufactured goods

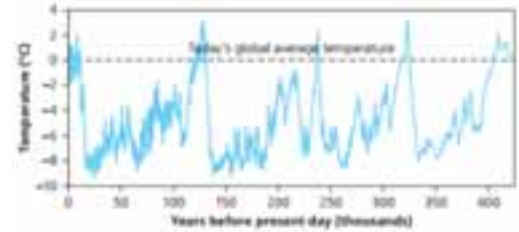
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Climate Change

Climate Change and Global Warming

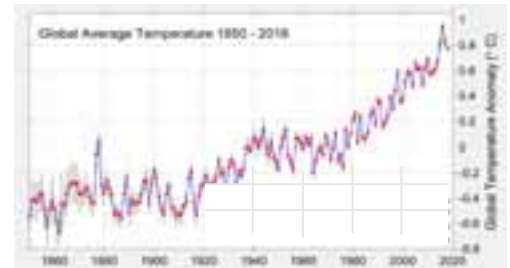
Key Term	Definition
Climate	The average weather conditions over a long period of time
Climate Change	A change in global or regional climate patterns
Atmosphere	The layer of gases that surrounds the earth
Global Warming	The gradual increase in the overall temperature of the earth's <u>atmosphere</u>
Fossil Fuels	A natural fuel such as coal or gas formed from the remains of organisms that lived long ago
Greenhouse Gases	Gases in the air that trap energy from the sun e.g. carbon dioxide, methane and nitrous oxide
Greenhouse Effect	Warming of the earth caused by the trapping of the sun's energy by greenhouse gases
Quaternary Period	The period of geological time from about 2.6 million years ago to the present day

Long Term Climate Change



- Temperatures have fluctuated (gone up and down) during this time.
- It shows glacial periods (lows) and inter-glacial periods (peaks).

Recent Global Warming



- Since 1860 the global temperature has increased rapidly
- The 20 warmest years on record have all come since 1995

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GCSE: Causes of Climate Change

Natural Causes of Climate Change

Solar Output	<ul style="list-style-type: none"> • Sunspots are dark patches that appear on the surface of the sun • The more sunspots the greater the sun's energy (warmer) • The number of sunspots increase and decrease over a 11 year period
Orbital Change	<ul style="list-style-type: none"> • This is how the earth moves round the sun. • It affects how close the earth is to the sun and therefore how much energy we get from the sun. • When the earth is very close to the sun, it is warmer. • When the earth is further away from the sun, it is cooler.
Volcanic Activity	<ul style="list-style-type: none"> • The ash and sulphur dioxide gas produced in large eruptions spreads around the world creating a blanket of ash • This blanket of ash and gas will stop solar energy (sunlight) reaching the Earth • Sunlight bounces off the sulphur and gas and is reflected back into space, cooling the planet and lowering the temperature

Human Causes of Climate Change

- The greenhouse effect is a naturally occurring process
- However, human activity is causing more greenhouse gases to be produced
- This increase in greenhouse gases has caused a rapid increase in global temperature



- Humans produce greenhouse gases (CO₂, methane, nitrous oxide) which create a blanket around the earth
- Sunlight travels to earth as shortwave radiation
- Sunlight is reflected off the Earth's surface as long-wave radiation. Some of this reflected sunlight is trapped in the Earth's atmosphere by the greenhouse gases = Earth heats up
- Some heat does manage to escape

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GCSE: Effects of Climate Change

Social, Environmental and Economic Impacts of Climate Change

<u>Social</u> Effects	Environmental Effects	<u>Economic</u> Effects
<ul style="list-style-type: none"> Diseases such as malaria would spread (mosquitos prefer hot <u>climate</u>) People who lose their homes to floods would be forced to <u>migrate</u> elsewhere <u>Droughts</u> would increase, causing severe water and food shortages Thousands of people would be left without clean water, causing diseases such as cholera A lack of clean water may lead to war or conflicts Deaths due to extremes in temperature 	<ul style="list-style-type: none"> Sea level rise due to melting ice sheets = flooding in low lying countries such as the Maldives Extreme weather (<u>drought</u>) causes land to dry and crops to die Prolonged drought will lead to <u>desertification</u> Extreme weather (tropical storms) become more frequent as ocean temperatures increase Habitats lost due to extreme weather = decrease in biodiversity 	<ul style="list-style-type: none"> Governments will be forced to purchase and maintain flood defences on coasts and in coastal cities Failing crop yields due to <u>climate</u> and extreme weather will damage the <u>economy</u> Alpine ski resorts may close down due to lack of snow and ice Due to melting ice and sea level rise- ocean passages may become open for commercial shipping use

Key Terms:

Drought

A long period without rainfall

Desertification

The process where fertile land becomes desert

Migration

The movement of people or animals from one area to another

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GCSE: The Responses to Climate Change

Managing Climate Change: Mitigation and Adaptation Key Terms

Key Term	Definition
Mitigation	The action of reducing the severity/seriousness of something
Adaptation	The process of change/ adjustment to <u>climate</u> change and its effects.
Local	Actions that can be taken within our homes and communities
National	Actions which are taken across an entire country, usually by a government
International	Actions which are taken by more than one country working together (global)

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Mitigation:**Renewable Energy Sources**

- Energy sources that can quickly replenish themselves and can be used again and again
- 7 key types of renewable energy: solar, wind, tidal, thermal, hydroelectric power, biomass and nuclear.

**Carbon Capture**

- Scientists are developing ways to capture CO₂ from factories and safely store it underground so it can't go into the atmosphere.

**Afforestation**

- Deforestation contributes to global warming through the release of CO₂
- Planting trees mitigates effects by removing CO₂ from the atmosphere
- Carbon is stored within trees until being returned back to the atmosphere through the natural process

**International Agreements**

- COP26 was the most recent climate meeting held in Glasgow, Scotland 2021
 - COP26 is a **legally binding** international treaty, so pledges must be followed and carried out. COP26 agreed to
1. **Reduce the usage of fossil fuels and invest in renewable energy sources**
 2. **Prevent global temperatures from warming by more than 1.5°C**
 3. **Help low-income countries become more environmentally friendly, by supporting them financially.**
 4. **Halt deforestation by 2030**
- However, many countries have **failed** to stick to past pledges, and there has been **no punishments** for this

Adaptation:**Change in Agriculture**

- Plant new crop types suitable to the new climate of an area (e.g. growing grapes in southern England)
- Technology can be used to create new crops that are more resistant to extreme weather
- Plant shade trees to protect seedlings and soil from strong sunlight

**Coping with Rising Sea Levels**

- Prepare for flooding by building flood defences (e.g. the Thames Barrier)
- For LIC's that cannot afford defences, people can build their homes on top of embankments or build raised flood shelters

Managing Water Supply

- Unreliable rainfall and periods of water shortage mean people need to use water resources more efficiently.
- Water meters can be installed in people's homes to discourage them from using lots of water
- Rainwater can be collected and waste water can be recycled to make more water available.

GCSE: Climate Change in the UK (Case-Study)**Why should the UK care about climate change?**

- Sea levels around the UK coasts are rising by approx. 3mm per year
Coastal areas are at increased significant risk of flooding
- Emerging evidence of changing rainfall patterns
Drier summers leading to drought
Wetter winters leading to more frequent and severe flooding
- In 2003, the UK and Europe experienced one of the most significant heat waves in recorded history (Kent, UK recorded a record temperature of 38.5°C)
Over 2000+ people died in the UK alone
- Increase risk of vector-borne diseases
Warmer temperatures will attract insects out of their native habitats and with them they will bring diseases such as: malaria, yellow fever and Zika virus etc...
- In 2017, 37 out of 43 zones in the UK were considered to have illegal levels of air pollution (nitrogen dioxide), according to the European Commission
- London air pollution causes at least 4300 early deaths each year
- There are economic costs that the government will have to pay due to climate change. For example, building sea walls to prevent coastal flooding or paying our insurance claims.

What is the UK doing to combat climate change?

- UK legislation: 2008 Climate Change Act commits government to cut national greenhouse gas emissions by at least 80% by 2050
- WWF UK campaigned to ensure that the UK government committed to end the use of coal in the UK by 2025 (the government have committed to this goal)
- The UK government has set a target of ending the sale of petrol and diesel cars by 2040
- Over one third of the UK's total energy now comes from renewable sources
- There are plans to make London the world's first ultra-low emission zone
- Promoting at home methods such as: turning off electrical appliances when not in use, recycling, insulating homes, not wasting water, using public transport, cycling or walking

Glossary

Key Term	Definition
Agriculture	another word for farming. It includes both growing and harvesting crops and raising animals, or livestock
Aid	Help given to a country in the form of money, supplies, services or technology. Can be short-term emergency aid or long-term development aid
Atmosphere	The layer of gases that surrounds the earth
Biome	An ecosystem that covers a really large area
Climate	The average weather conditions over a long period of time (30 years)
Climate Change	A change in global or regional climate patterns
Climate Change	A change in global or regional climate patterns
Colonisation	The action of settling among and establishing control over the indigenous people of an area
Conservative plate boundary	Where two tectonic plates move past each other slowly and get stuck which builds up pressure.
Consumer	the people who buy goods and services.
Crude oil	Naturally occurring and unrefined petroleum that can be refined into petrol, diesel, gasoline, kerosene and other petrochemicals
Cyclone	a powerful spinning storm that contains strong winds and rain that swirl around a calm eye, or center.
Densely Populated	A large number of people living in a given area
Desert	any large region that gets very little rain each year e.g. the Sahara, the Gobi desert etc.
Desertification	The process of fertile land becoming a desert.
Development	The process of a place developing through improved social, environmental, economic and political factors
Distribution	the way something is spread out or arranged over an area.
Diversifying	The creation of a much wider variety of new business opportunities and jobs in a region
Drought	A prolonged period of no rainfall.
Economy/Economic	the part of a society that creates wealth. Wealth is not just money. Wealth comes from the production of goods and services, which people buy with money.
Epicentre	The area on the surface directly above the focus.
Ethnic Group	A community made up of people who share a common cultural background or descent
Exploitation	The action of treating a person or a place unfairly in order to benefit from it
Famine	Extreme shortage of food leading to widespread starvation
Fault line	A break in the earth's surface where two tectonic plates move.
Flood plain	the area surrounding a river that floods
Focus	The location under the Earth's surface where the earthquake starts.
Forced migration	Movement of people away from their homes due to political conflict, natural disaster or environmental hazard.
Fossil Fuels	A natural fuel such as coal or gas formed from the remains of organisms that lived long ago
GDP	the total value of the goods and services produced in a country
Global Warming	The gradual increase in the overall temperature of the earth's atmosphere
GNI	the total income received by the country from its residents and businesses regardless of whether they are located in the country or abroad
GNI per capita	Gross National Income per person, a measure of a country's wealth

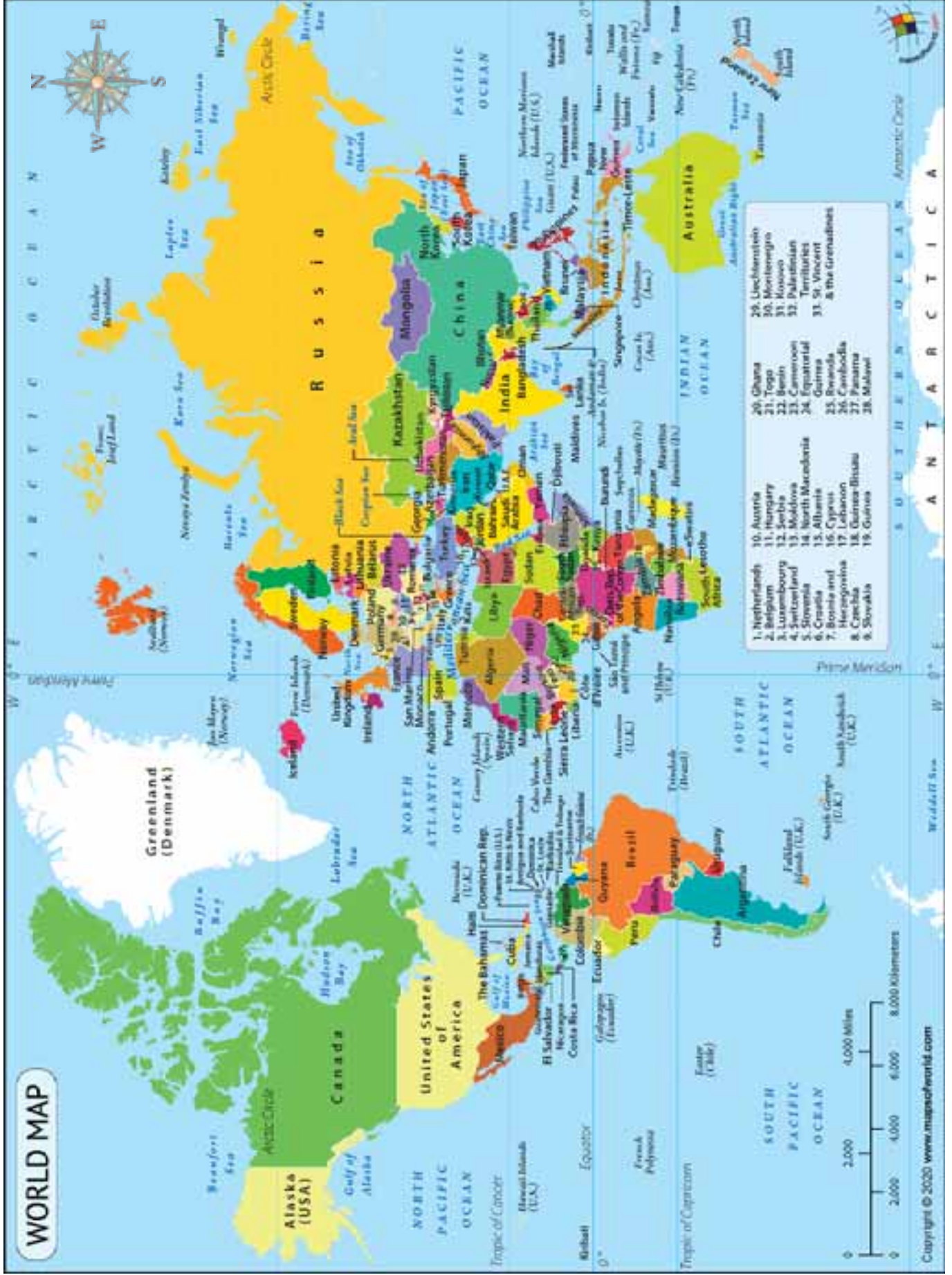
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Glossary

Key Term	Definition
Greenhouse Effect	Warming of the earth caused by the trapping of the sun's energy by greenhouse gases
Greenhouse Gases	Gases in the air that trap energy from the sun e.g. carbon dioxide, methane and nitrous oxide
Human Development Index (HDI)	A compound development indicator that includes: GDP, literacy rate and life expectancy
Impact	the influence or effect or an action
Imperialism	An ideology of extending a country's rule over another, often through military force or by gaining political or economic control of that place
Infant Mortality	the death of an infant before his or her first birthday.
Infrastructure	The systems, services and facilities serving a given place (e.g. buildings, transport links, power supply)
Irrigate (irrigation)	To supply water to land or crops to help growth.
Labour	Most people have to work to get food, clothing, housing, and other things. Their work is called labour.
Mediterranean climate	Region that experiences mild winters and warm summers
Migrate	The movement of people from one place to another
Mineral Resources	valuable resources found in the earth e.g. coal, oil, gas
Monsoon	is a seasonal wind which lasts for several months, bringing rain. These rains blow in from the Indian Ocean and Arabian Sea
Old Dependent	Individuals over the age of 65 years
Overpopulation	having too many people living in a certain area.
Population	All the inhabitants of a particular place
Population Density	The number of people living in one kilometre square
Population Distribution	Is the spread and pattern of people in a given area
Poverty	lack of, or an insufficient amount of, the three primary physical needs—food, clothing, and shelter.
Poverty Line	people living on less than \$2.15 (2024) or roughly £1.72 per day
Producer	the people who buy goods and services.
Profit	the money left after paying for business expenses
Quaternary Period	The period of geological time from about 2.6 million years ago to the present day
Redevelop	to restore or rebuild an urban area
Region(al)	An area within a country
Resource	A supply of 'goods' that can be used by a person, city or entire country
Seismic waves	Waves of energy caused by the sudden movement of the plates.
Slum	Informal housing that is illegal and poorly built
Social	relating to people and communities
Soil Erosion	The removal of the upper layer of soil, resulting in loss of soil nutrients.
Sparsely Populated	Few people living in a given area
Tectonic plates	Pieces of Earth's crust and uppermost mantle
Urbanisation	The process of making an area more urban (e.g. a town or a city)
Vegetation	A collective of plants found in a given area.
Young Dependent	Individuals under the age of 16 years

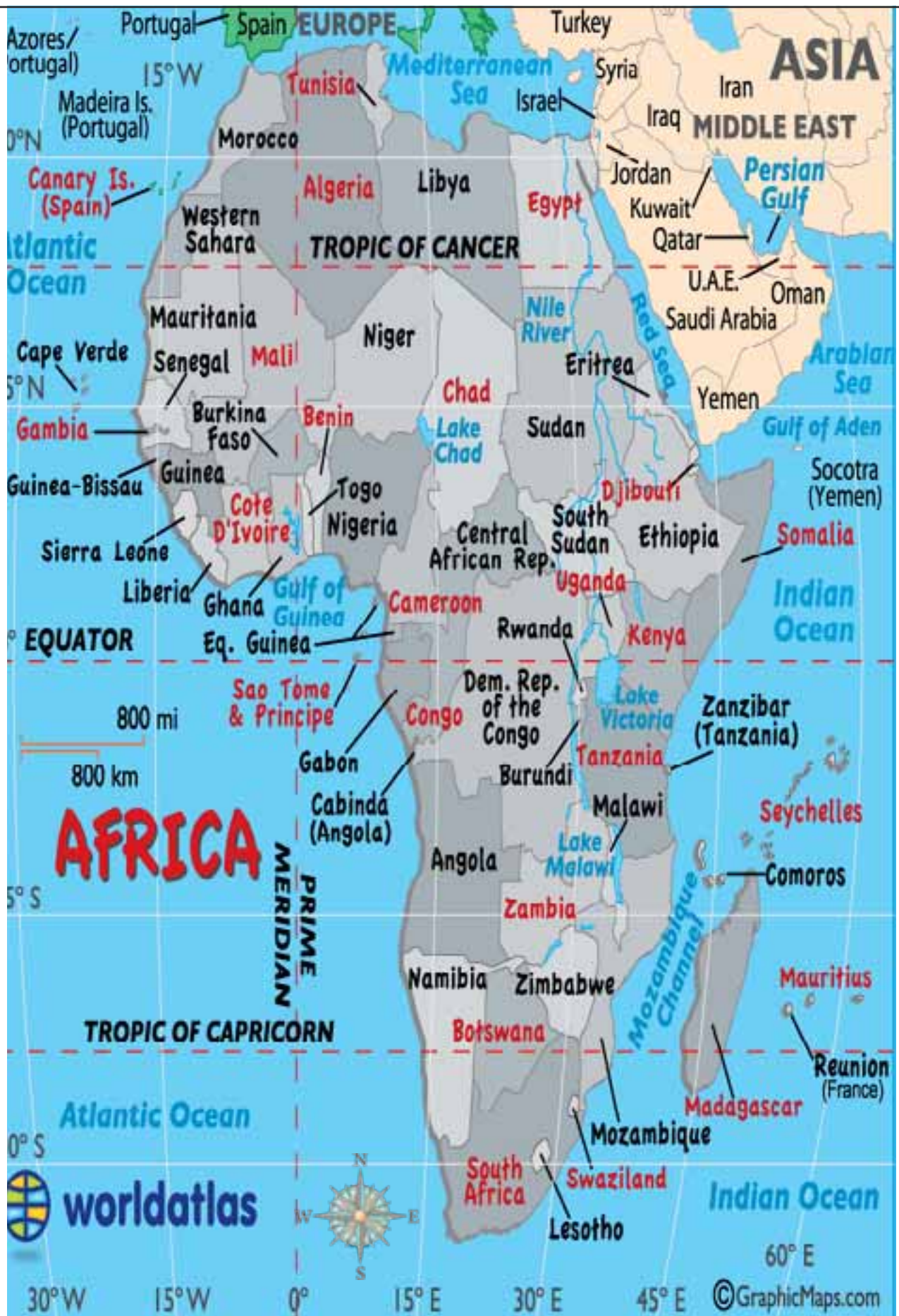
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MAPS OF THE WORLD

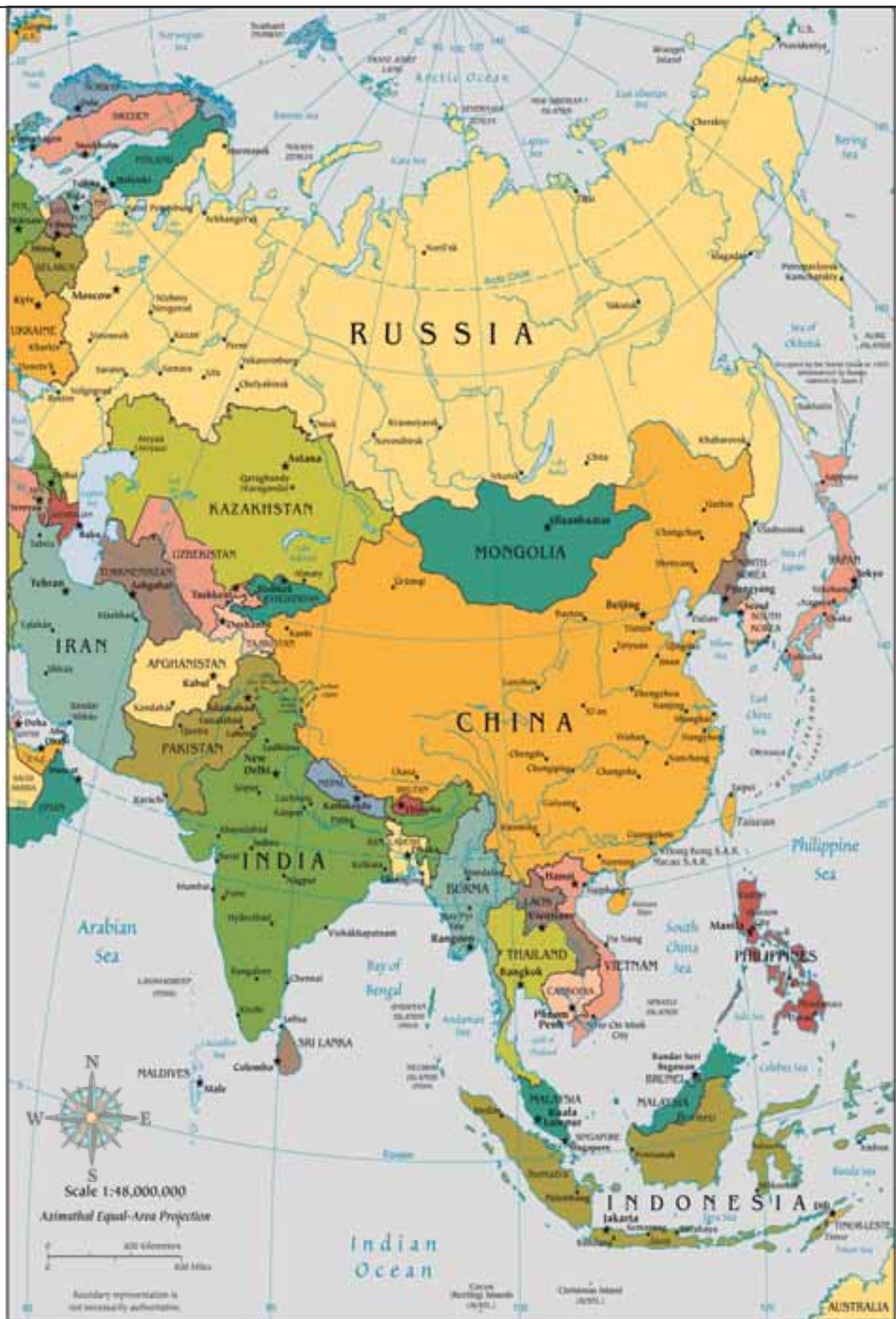




AFRICA – POLITICAL MAP



AFRICA – POLITICAL MAP



ASIA – POLITICAL MAP



ASIA



EUROPE – POLITICAL MAP



EUROPE – RELIEF MAP



NORTH AMERICA – POLITICAL MAP



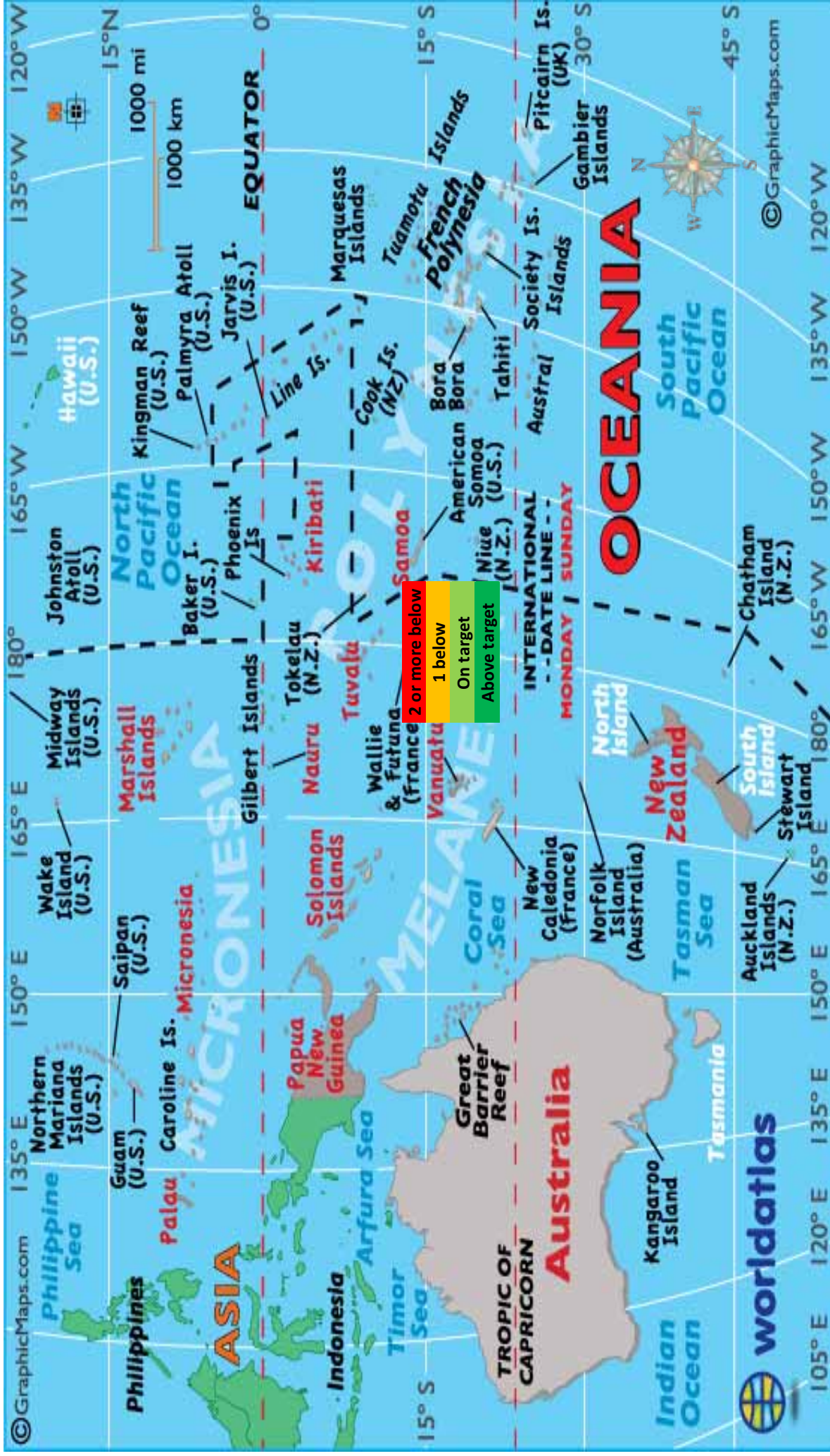
UNITED STATES OF AMERICA – RELIEF MAP

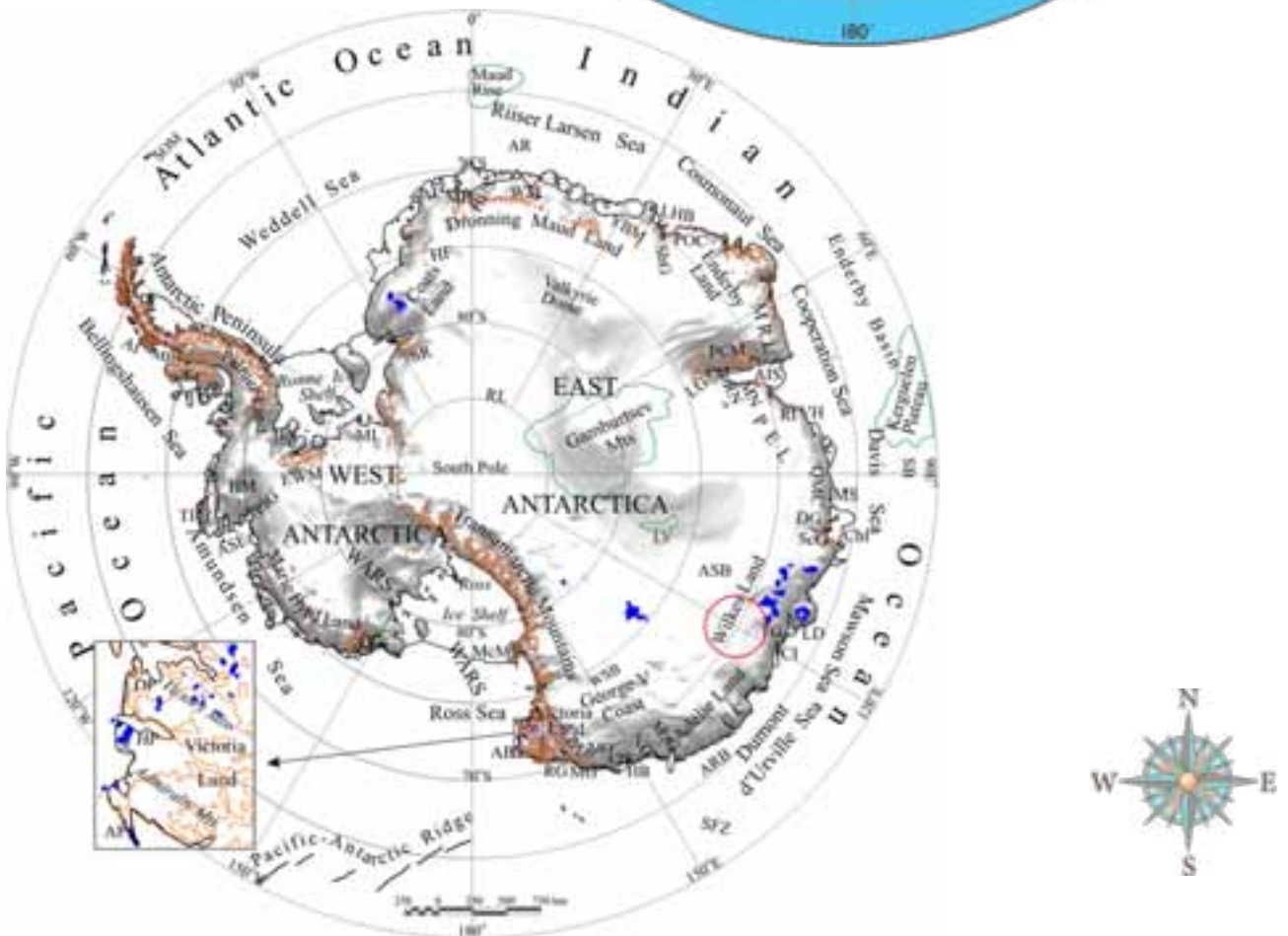


SOUTH AMERICA – RELIEF MAP



SOUTH AMERICA – RELIEF MAP

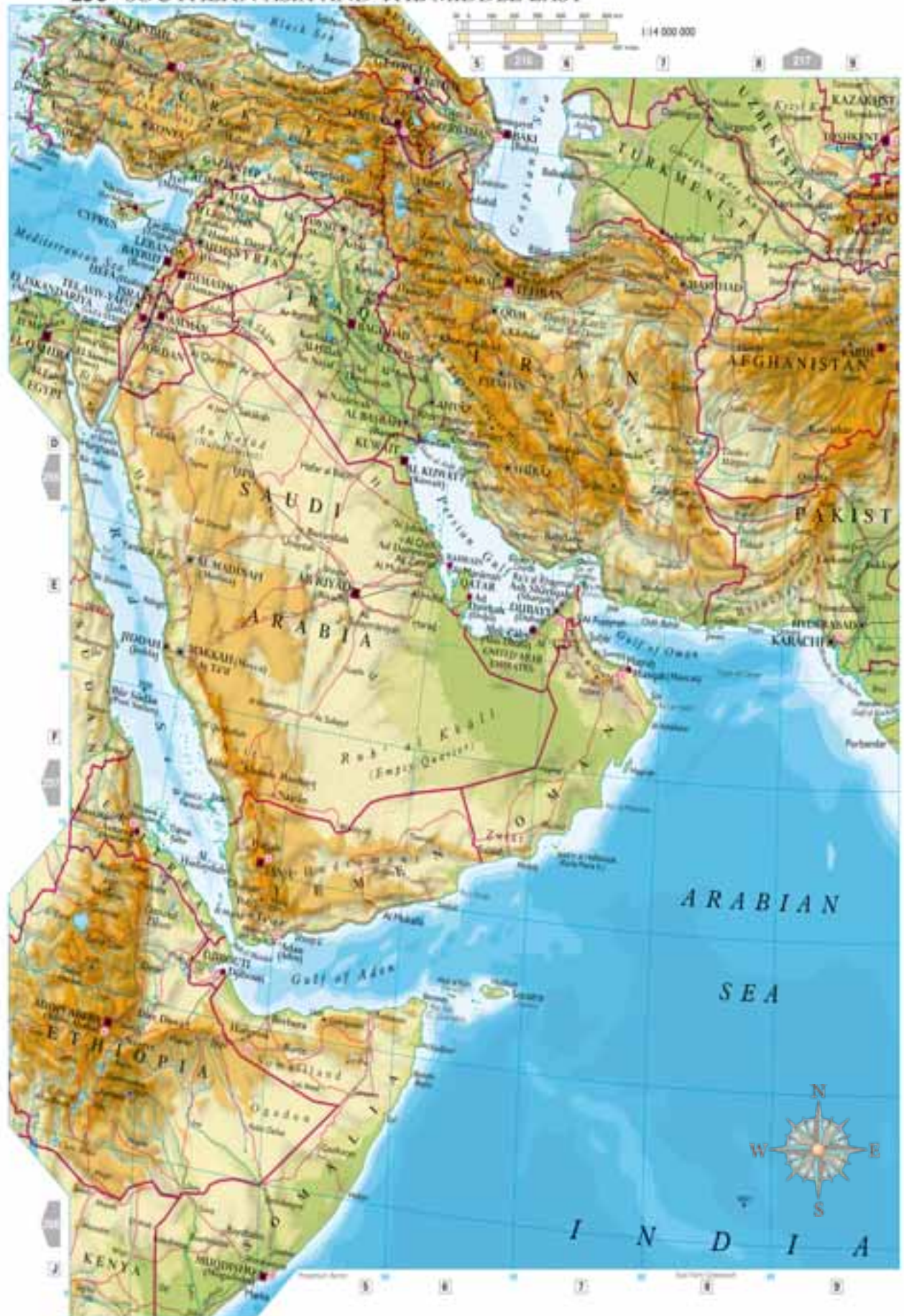




ANTARCTICA



TRANSCONTINENTAL REGION – THE MIDDLE EAST – POLITICAL MAP



TRANSCONTINENTAL REGION – THE MIDDLE EAST –RELIEF MAP



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127	Why is China so powerful?
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Time Periods and Factors

Time Period	Details
1170 -1500	Medieval
1500 – 1750	Renaissance
1750 –1900	Industrial
1900 +	Modern

Factor	
War and violence	
Religion	
Chance	
Government	
Communication	
Economic	
The role of the individual in encouraging or inhibiting change.	
New Ideas (about equality & representation)	

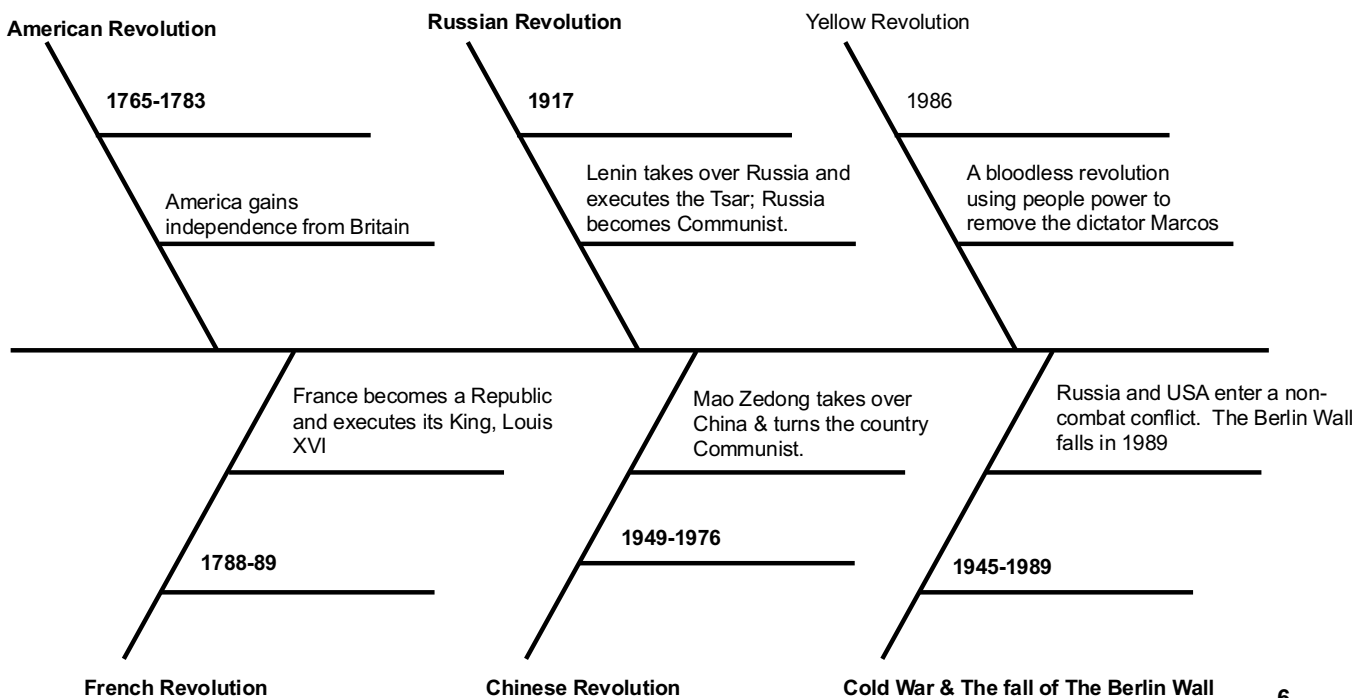
Year 8 History

Revolutions

A forcible overthrow of a government or social order,
in favour of a new system.

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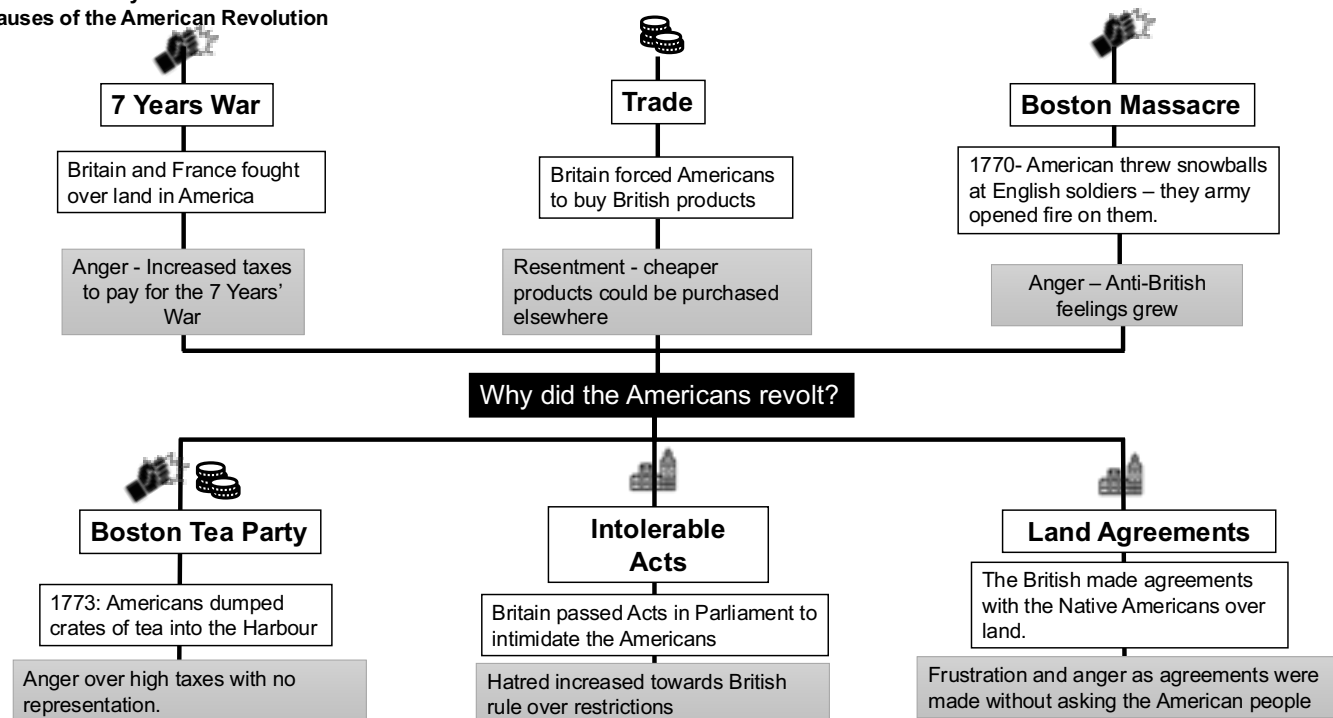
1. Year 8 History: Revolutions Unit Overview



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2. Year 8 History: Revolutions

Causes of the American Revolution



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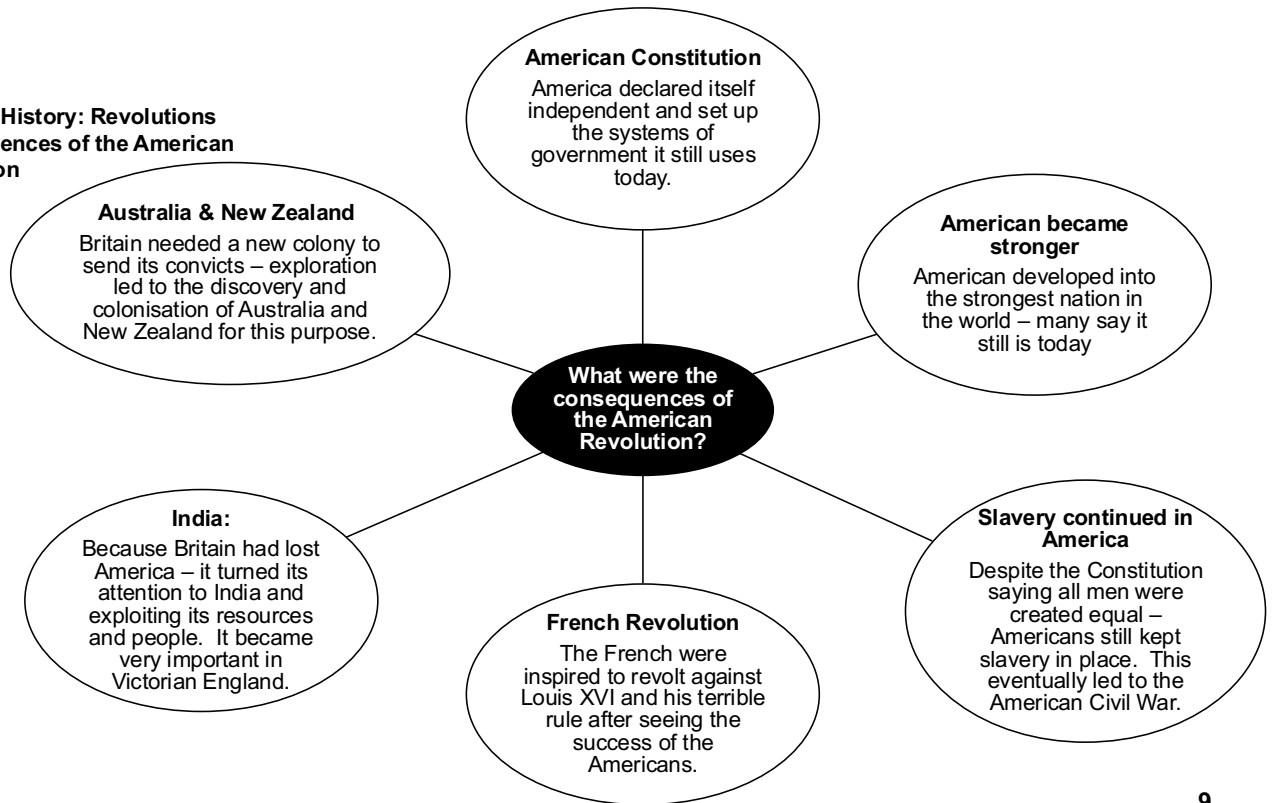
3. Year 8 History: Revolutions

Events of the American Revolution



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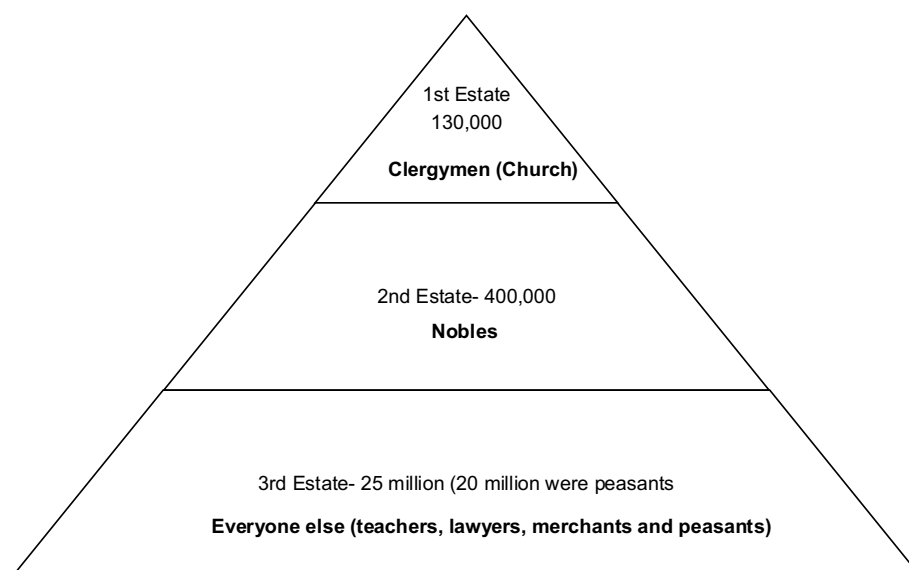
4. Year 8 History: Revolutions Consequences of the American Revolution



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5. Year 8 History: Revolutions

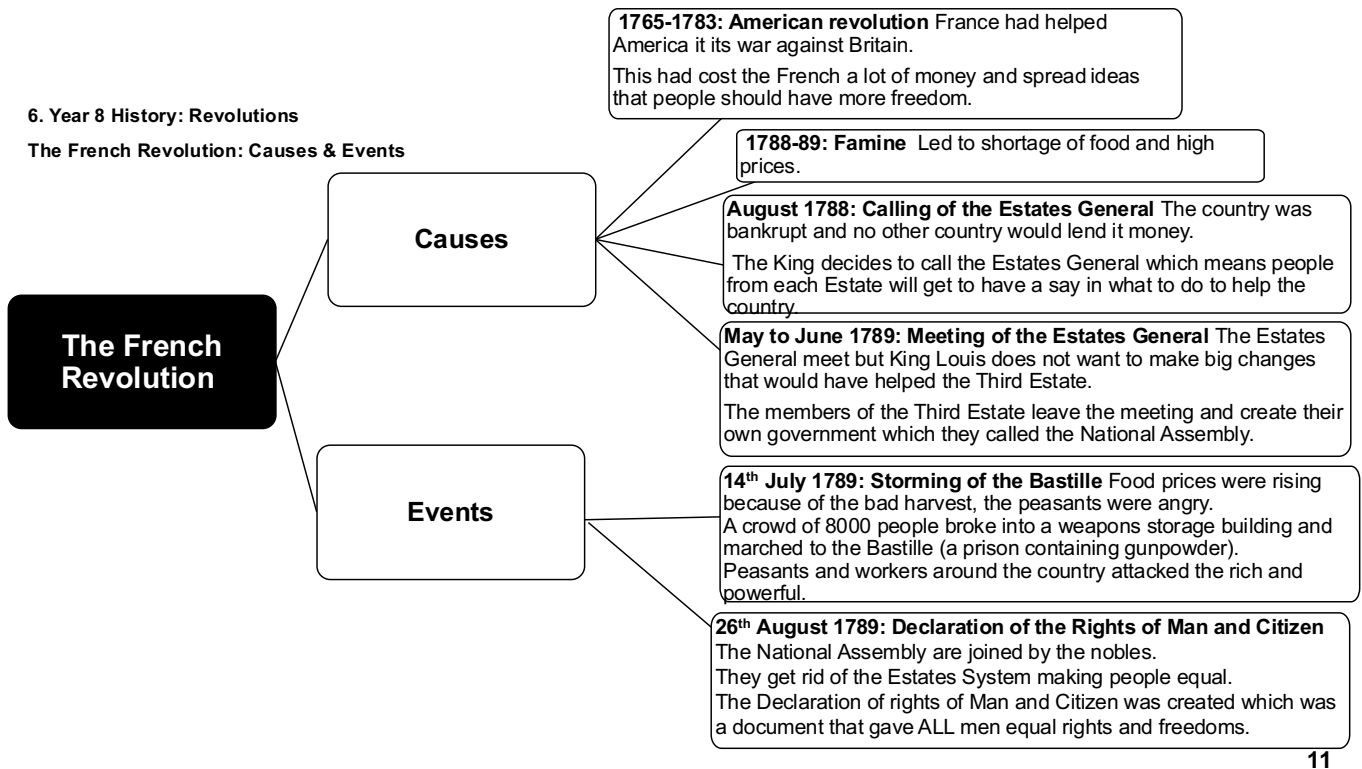
The Estates System- How French society was structured



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6. Year 8 History: Revolutions

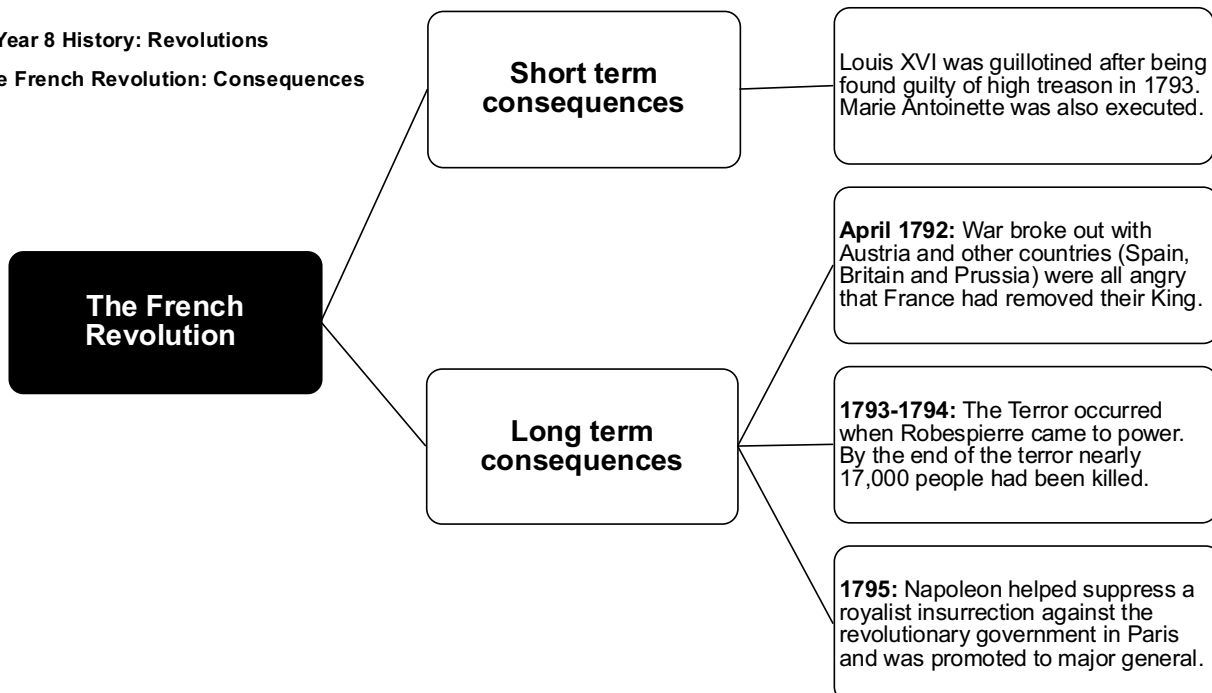
The French Revolution: Causes & Events



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7. Year 8 History: Revolutions

The French Revolution: Consequences



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8. Year 8 History: Revolutions

The French Revolution: keywords and key individuals

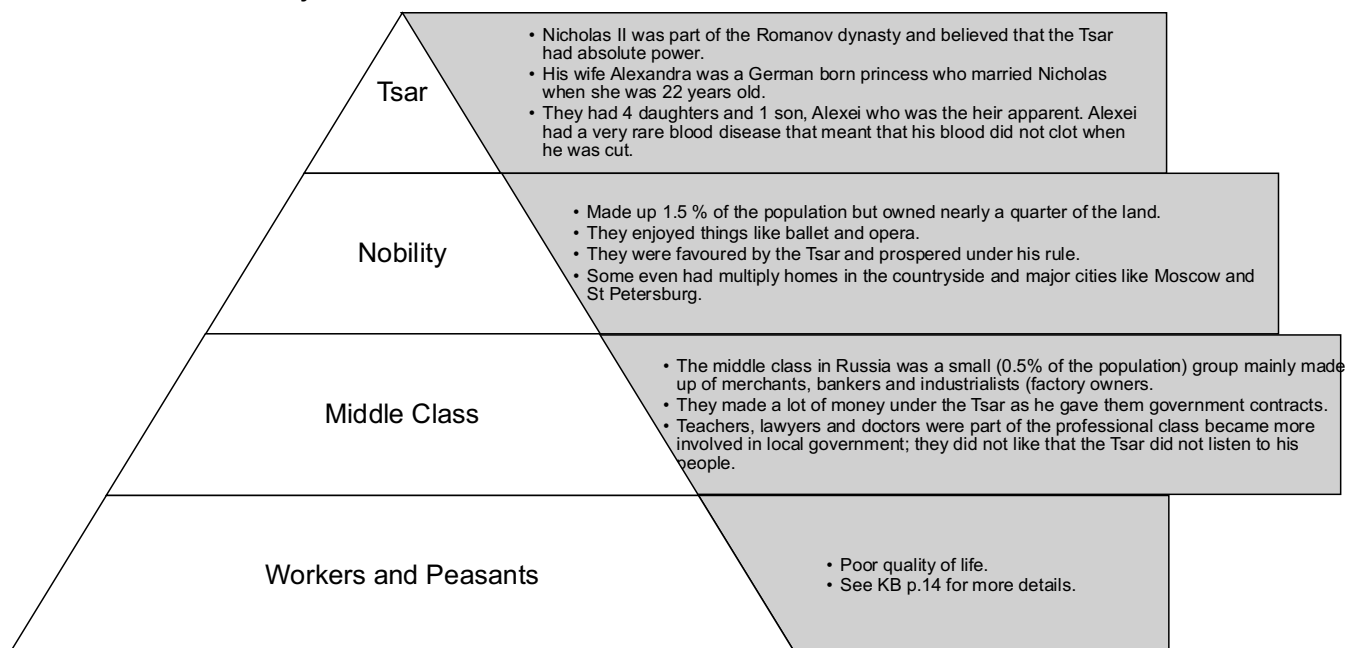
Keyword	Definition
Absolute monarch	A ruler who believes they have all the power
Third Estate	Group in society who had no power but had to pay three taxes (Gabelle, Taille and Tithe)
Estates General	Representatives from each Estate attend a meeting to discuss problems in the country.
National Assembly	New government setup by the Third Estate.

Key Individuals	Details
Louis XVI	King of France from 1774-93. He was an absolute monarch and was criticised for his decisions as a ruler.
Marie Antoinette	Married to Louis XVI, she was an Austrian Princess who spent too much on gambling and building her palace, Petit Trianon. Famous for telling the people of France to 'let them eat cake' when there was no bread to eat.
Robespierre	Encouraged the execution, mostly by guillotine, of more than 17,000 enemies of the Revolution

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9. Year 8 History: Revolutions

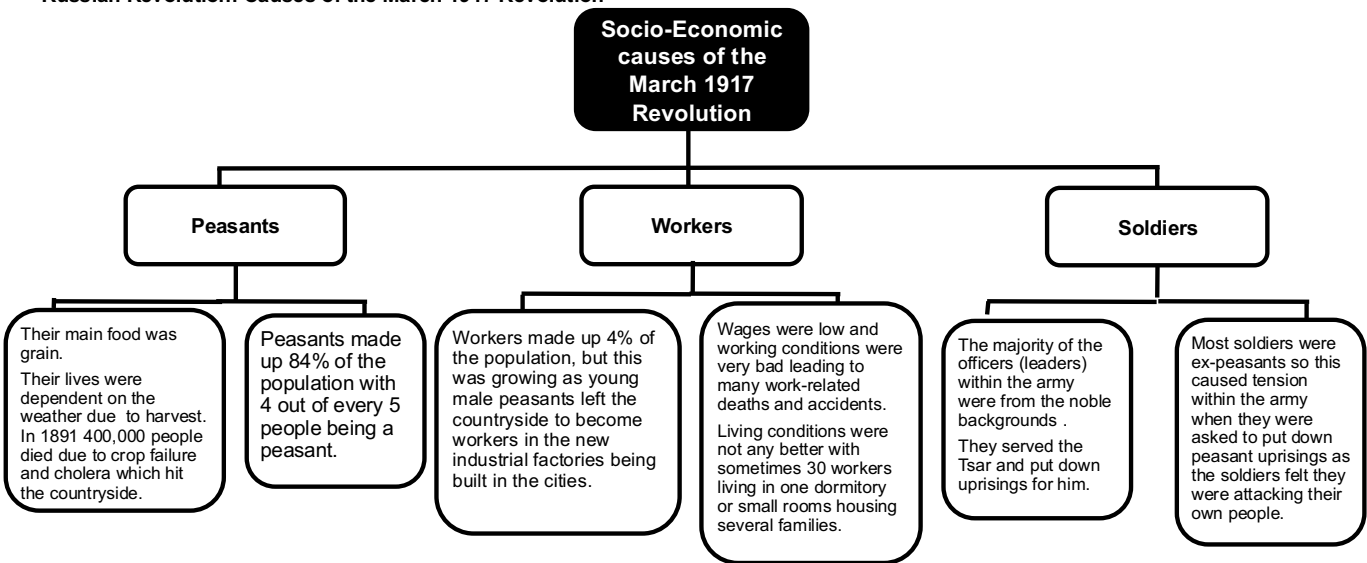
Russian Revolution: Society in Russia



14

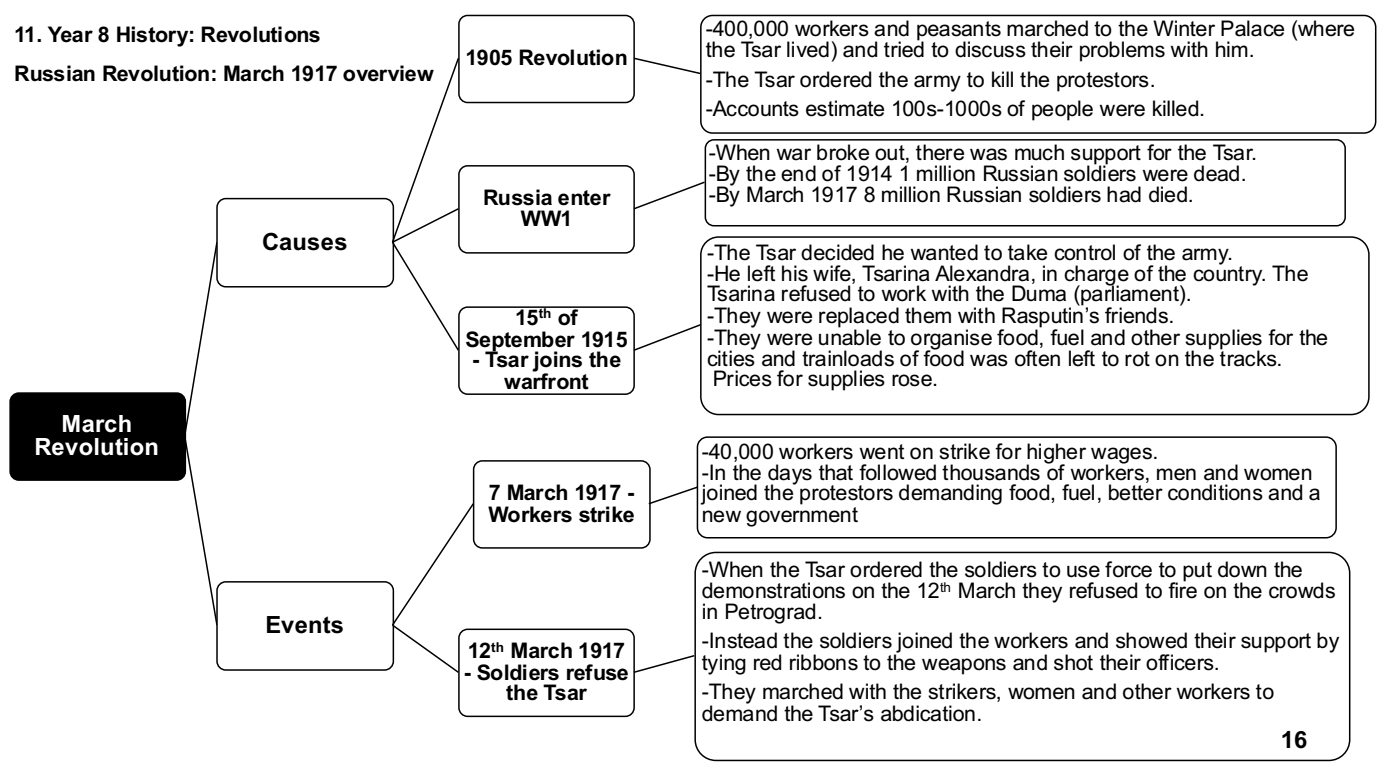
10. Year 8 History: Revolutions

Russian Revolution: Causes of the March 1917 Revolution



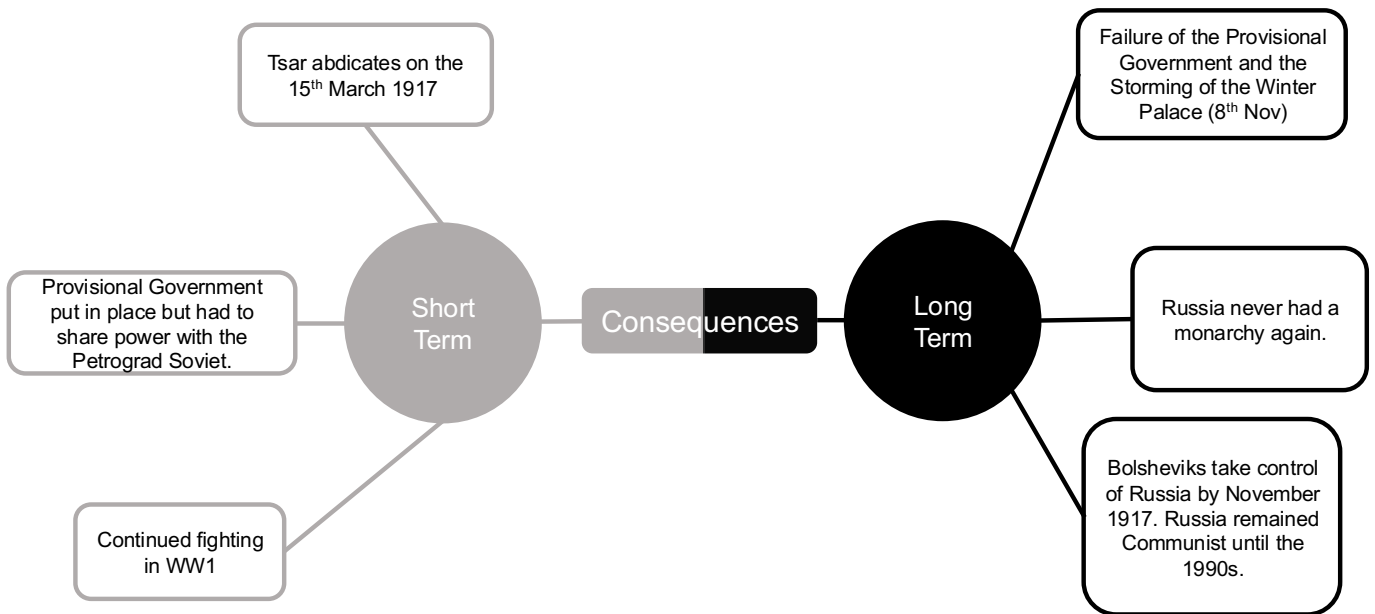
11. Year 8 History: Revolutions

Russian Revolution: March 1917 overview



12. Year 8 History: Revolutions

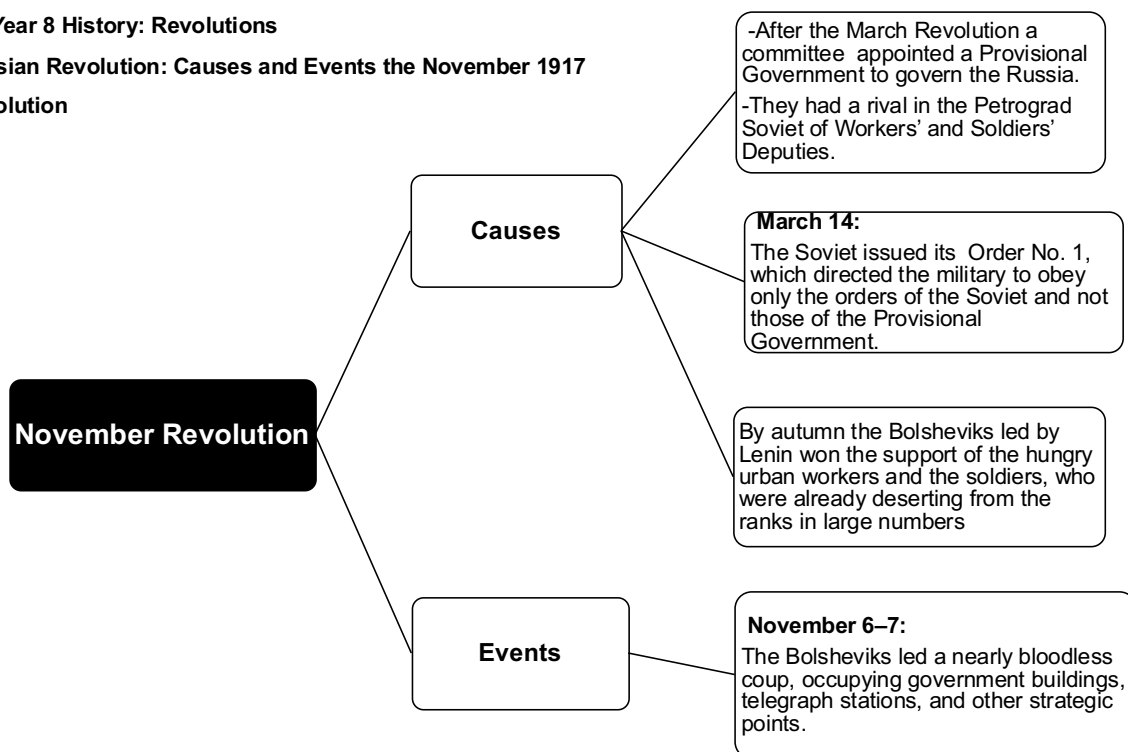
Russian Revolution: Consequences of the March 1917 Revolution



17

13. Year 8 History: Revolutions

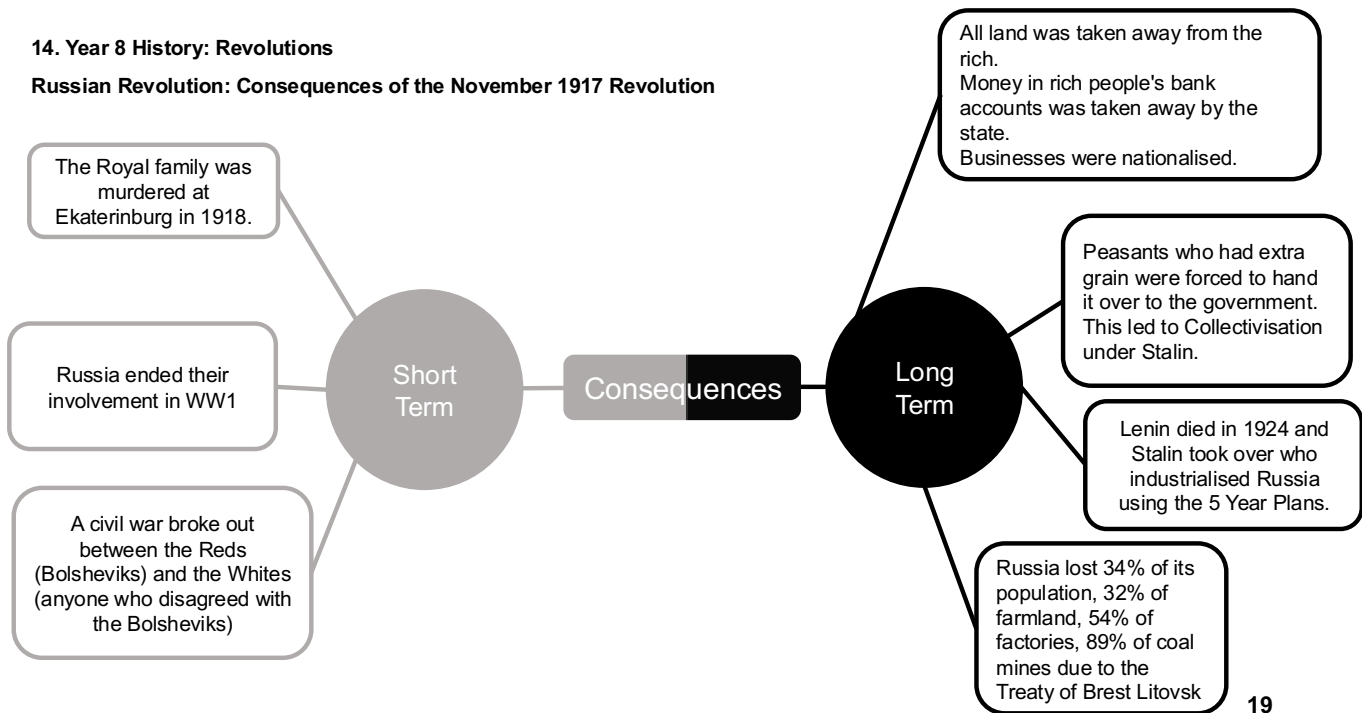
Russian Revolution: Causes and Events the November 1917 Revolution



18

14. Year 8 History: Revolutions

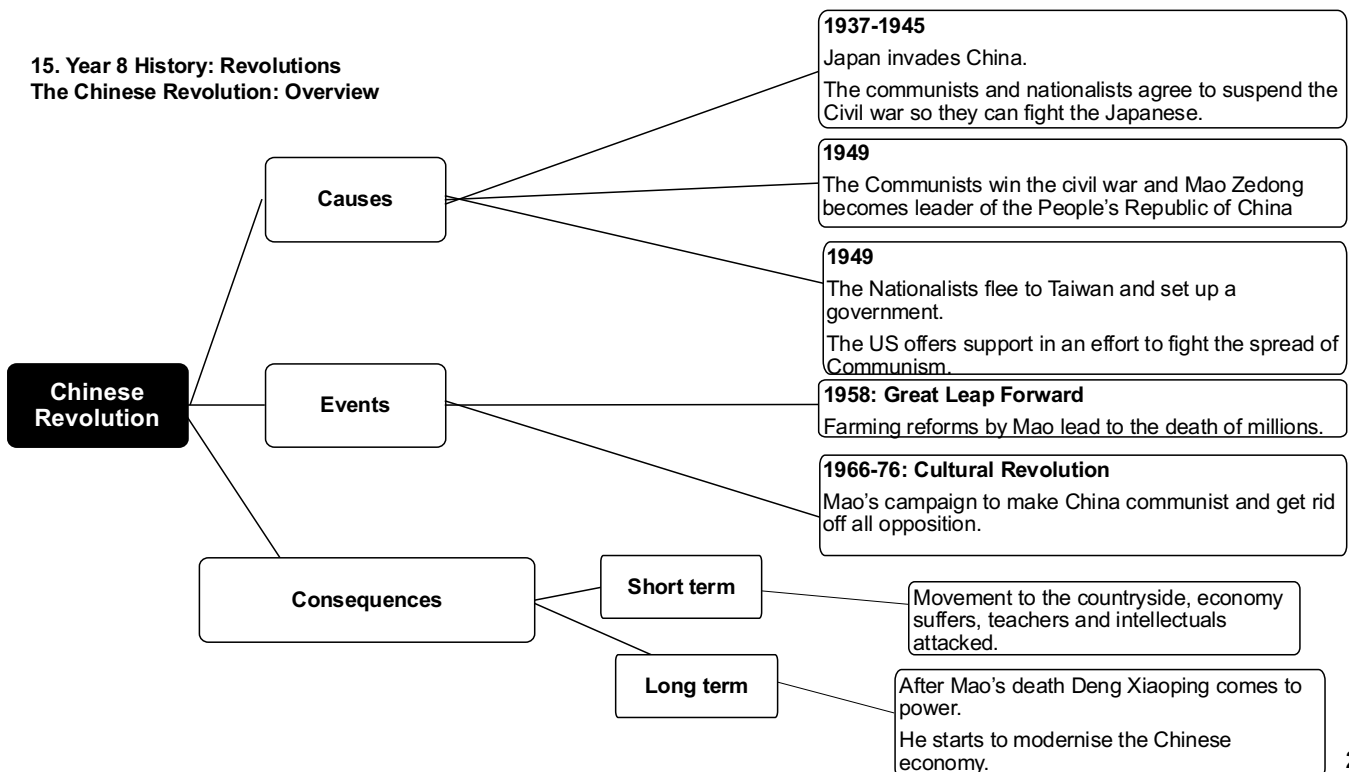
Russian Revolution: Consequences of the November 1917 Revolution



19

15. Year 8 History: Revolutions

The Chinese Revolution: Overview

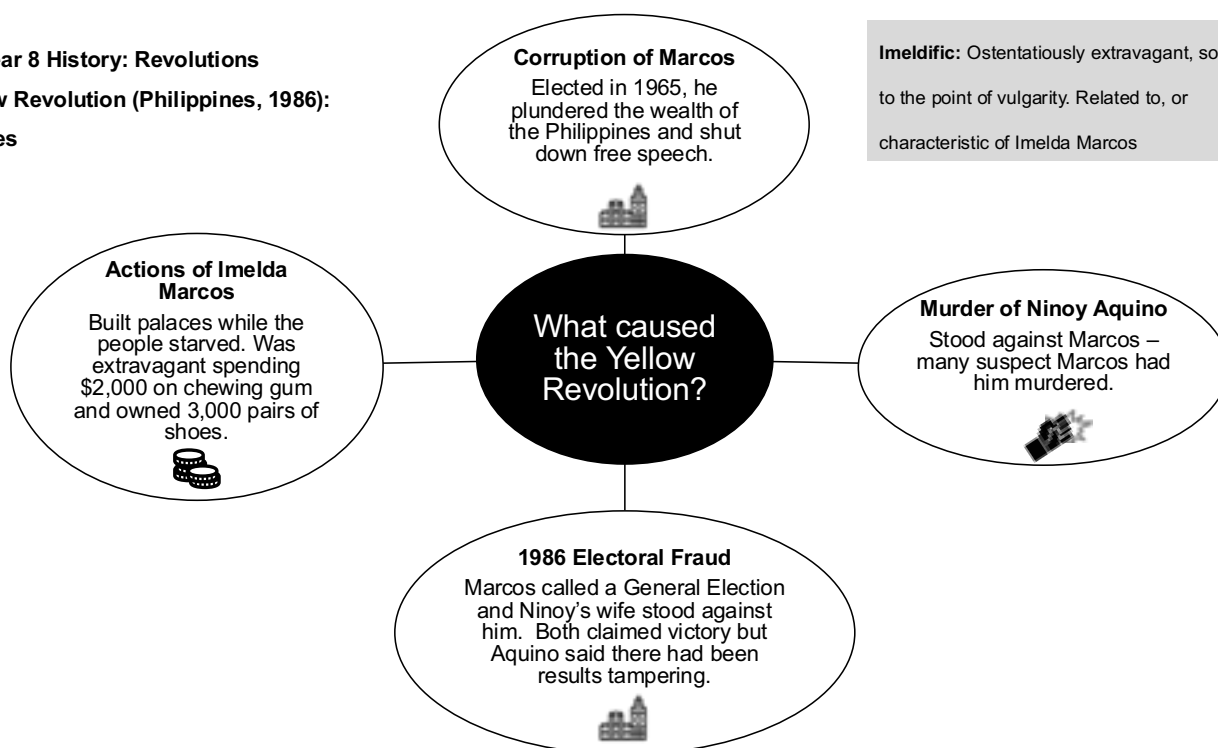


20

16. Year 8 History: Revolutions

Yellow Revolution (Philippines, 1986):

Causes

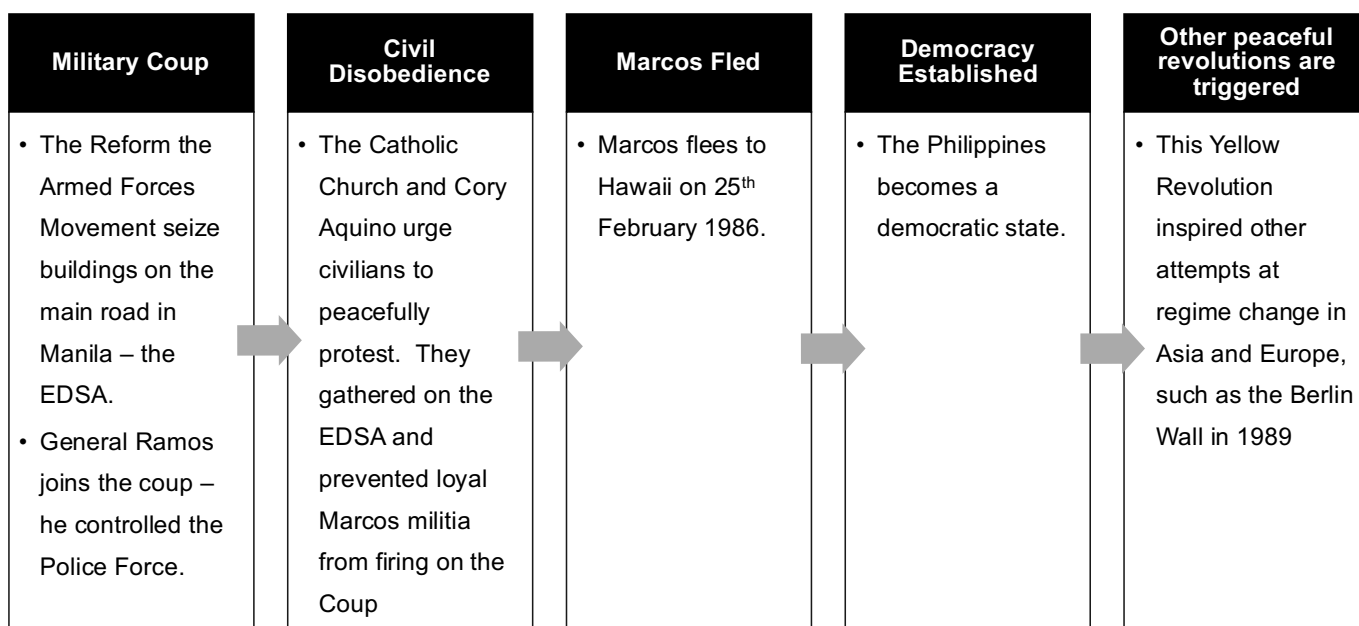


Imeldific: Ostentatiously extravagant, sometimes to the point of vulgarity. Related to, or characteristic of Imelda Marcos

21

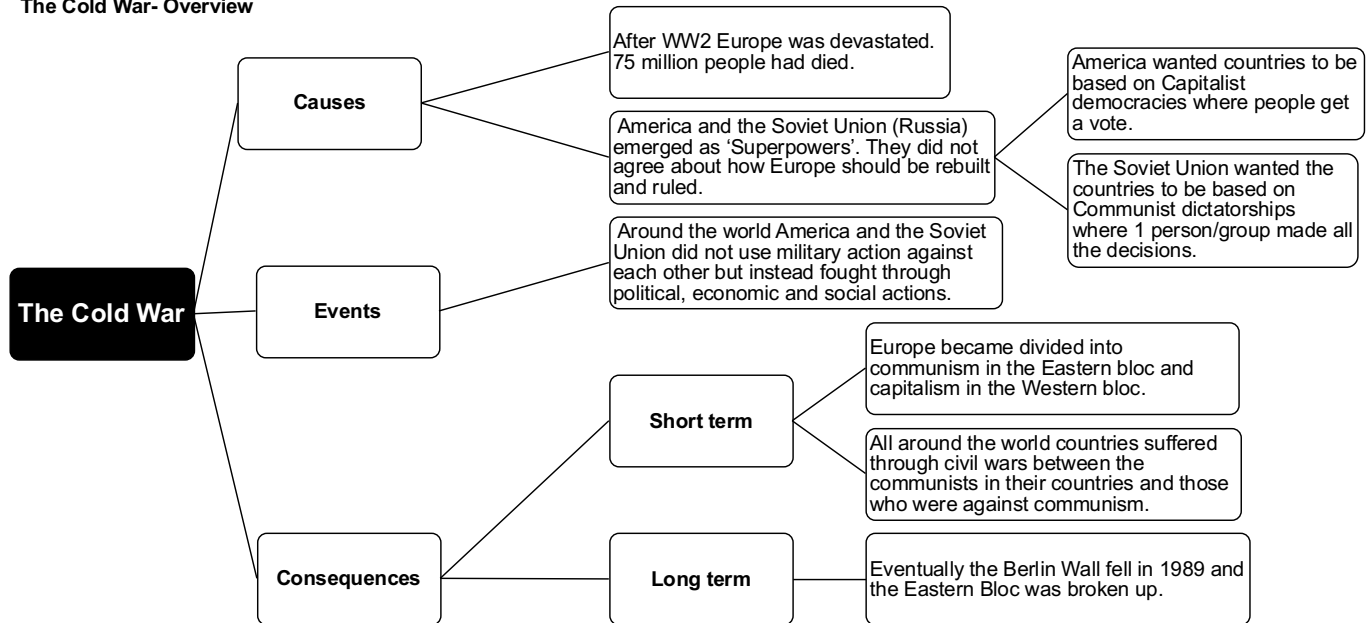
17. Year 8 History: Revolutions

Yellow Revolution (Philippines, 1986): Events and consequences



22

18. Year 8 History: Revolutions
The Cold War- Overview

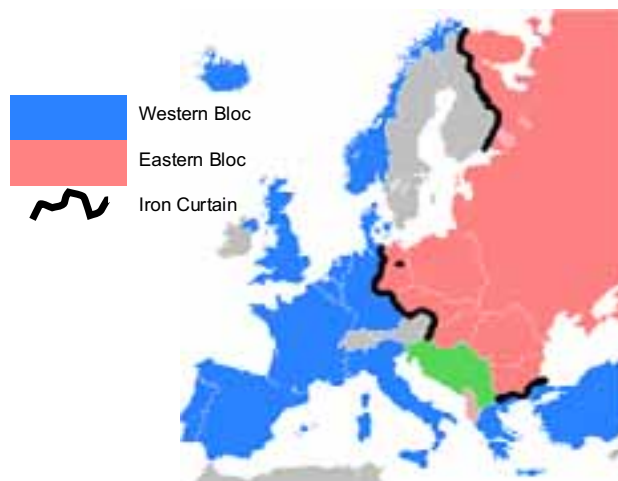


23

19. Year 8 History: Revolutions
The Cold War: Capitalism vs Communism

Cold War (1945-1991): Around the world America and the Soviet Union did not use military action against each other but instead fought through political, economic and social actions.

	Capitalism	Communism
Countries	United States	Soviet Union (USSR)
Property/business	Privately owned- profit	Owned and controlled by the state
System of government	Democracy- votes	Dictatorship- one party state
Freedom	Being free more important than being equal	Equality was more important than having freedom
Religion	Complete freedom of religion- mixing pot of culture	Religion banned



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20. The Cold War Events: 1946-1950

The Iron Curtain- March 1946

The Soviet Union took control of several Eastern European countries and split Germany into East and West Germany after the Second World War.

Winston Churchill made a speech describing the divide in Europe as an 'Iron Curtain'.

People's Republic of China- October 1949

The Chinese Civil War between the Communists and Chinese government continued after Japan's defeat in WW2.

Russia gave the Communists in China the weapons seized from Japan. America gave the Chinese government 50,000 soldiers and weapons.

Berlin was in East Germany however, it was split into East Berlin (supported by the Soviet Union) and West Berlin (supported by USA, GB and France).

The Soviet Union blocked food and supplies going into West Berlin, so America, Britain and France dropped supplies using planes.

Berlin Blockade- June 1948

North Korea supported by the Soviet Union invaded South Korea. South Korea was supported by America. 5 million people died.

In 1953 the Americans organised an agreement with North Korea to prevent an all-out war with the USSR.

Korean War- June 1950

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21. The Cold War Events: 1961-1979

Berlin Wall- August 1961

20% of East Germany's population (skilled workers & professionals) fled to West Berlin so the USSR built the Berlin Wall between East and West Berlin.

The USSR reinforced the wall with dogs, land mines and watch towers. 5,000 people still managed to escape in 28 yrs.

Vietnam War- July 1965

North Vietnam was supported by the Soviet Union and South Vietnam was supported by America. 3 million people were killed.

In 1975 Communist forces took control of South Vietnam and united the country under a Communist leader.

America discovered that the USSR were storing missiles in Cuba (90 miles from the America). Neither side were willing to compromise for 13 days.

Eventually the USSR agreed to remove the missiles from Cuba as long as America did not invade Cuba.

The Cuban Missile Crisis- October 1962

The Soviet Union sent in troops to help the Communists in Afghanistan fight non-Communist groups angering America.

America stopped trading grain with Russia, boycotted the 1980 Moscow Olympics and sold weapons to non-Communist groups in Afghanistan (including the Taliban).

USSR invades Afghanistan- December 1979

26



22. Year 8 History: Revolutions


The Cold War: Berlin



23. Year 8 History: Revolutions

Causes of the Fall of the Berlin Wall 1989

Cause	Details
Social 	<p>The events of the People's Revolution in the Philippines inspired the people of East Berlin to protest against Soviet control.</p> <p>In cities all over East Germany protests and demonstrations broke out calling for greater freedoms.</p>
Economic 	<p>By supporting various Communist groups around the world the USSR was running out of money and could not afford to put down uprisings.</p> <p>In East Berlin, the economy was suffering due to the number of educated professionals and skilled workers who had fled to the West before the wall was built.</p>

Cause	Details
Political 	<p>In 1985, Gorbachev became the leader of the Soviet Union. He was seen as a moderate (not extreme) and allowed countries in Eastern Europe more freedoms.</p> <p>President Ronald Reagan saw that Gorbachev wanted to make changes to the way the Soviet Union controlled East Germany, so Reagan worked to improve relations with Gorbachev.</p> <p>In August 1989, Hungary (a country in Eastern Europe) turned off its electric fence border with Austria.</p> <p>Thousands of people from the East travelled to Hungary and crossed the border into Austria and the West.</p>

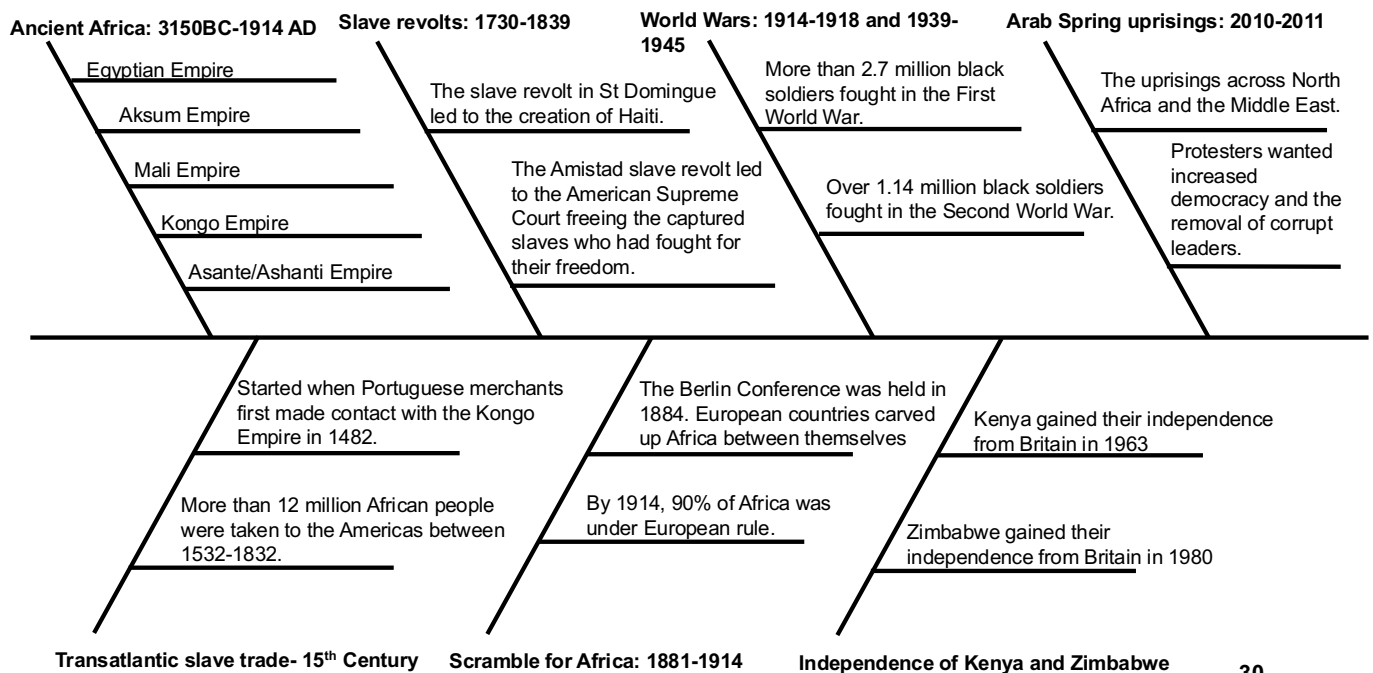
Year 8 History

Africa

The world's second- largest and second most populous continent south of Europe and between the Atlantic and Indian oceans.

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1. Year 8 History: Africa Unit Overview



30

2. Year 8 History: Africa

African Empires: The Ancient Egyptian Empire 3150 BC – 30 BC

Economy

It gained much of its wealth from the River Nile. This meant that Great cities grew along the Nile. Egyptian people would use the water from the river to create new farming methods like irrigation. The empire had access to the Red Sea they traded with Europe and the Middle-East.



Culture

Ancient Egypt was ruled over by Pharaohs who had pyramids built as tombs for when they died. Ancient Egypt was one of the first civilisations to invent writing. It was called hieroglyphics. Egyptians also invented their own numbers which were based on factors of 10.

Legacy

Some of their medicines link to what we still use today- they used mouldy bread to cure infections. The mould, we now know, is called penicillin which we still use today.

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3. Year 8 History: Africa

African Empires: The Aksum Empire 100 AD – 960 AD

Economy

Traded with the Roman Empire and Ancient India as the Aksumite Empire was close to the Red Sea and the River Nile. They traded ivory, incense, gold and exotic animals. They developed farming methods to farm on slopes and mountains.



Culture

Influenced by the Egyptians, Greeks, Romans and Arabs. Created the written language of Ge'ez. Built towers such as Obelisk of Axum which is 79 feet tall.

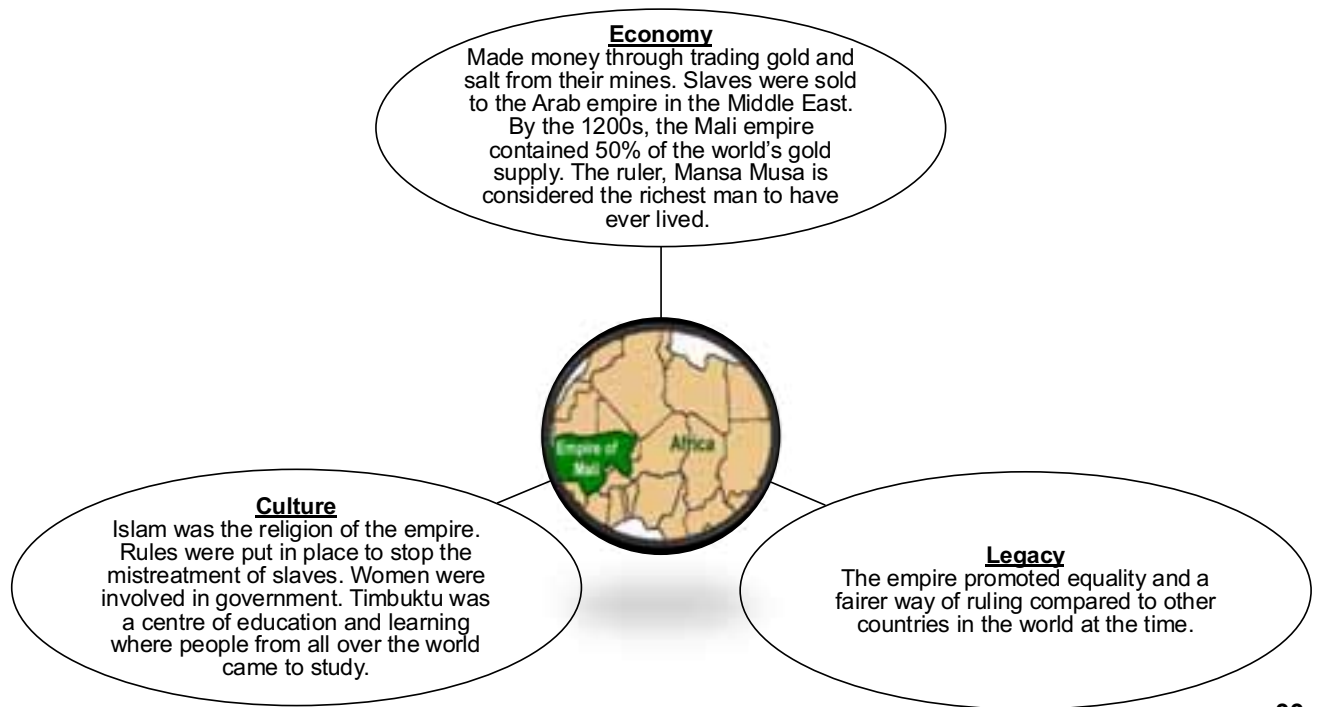
Legacy

When the empire converted to Christianity it created the foundation for Ethiopia's modern-day Orthodox Church.

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4. Year 8 History: Africa

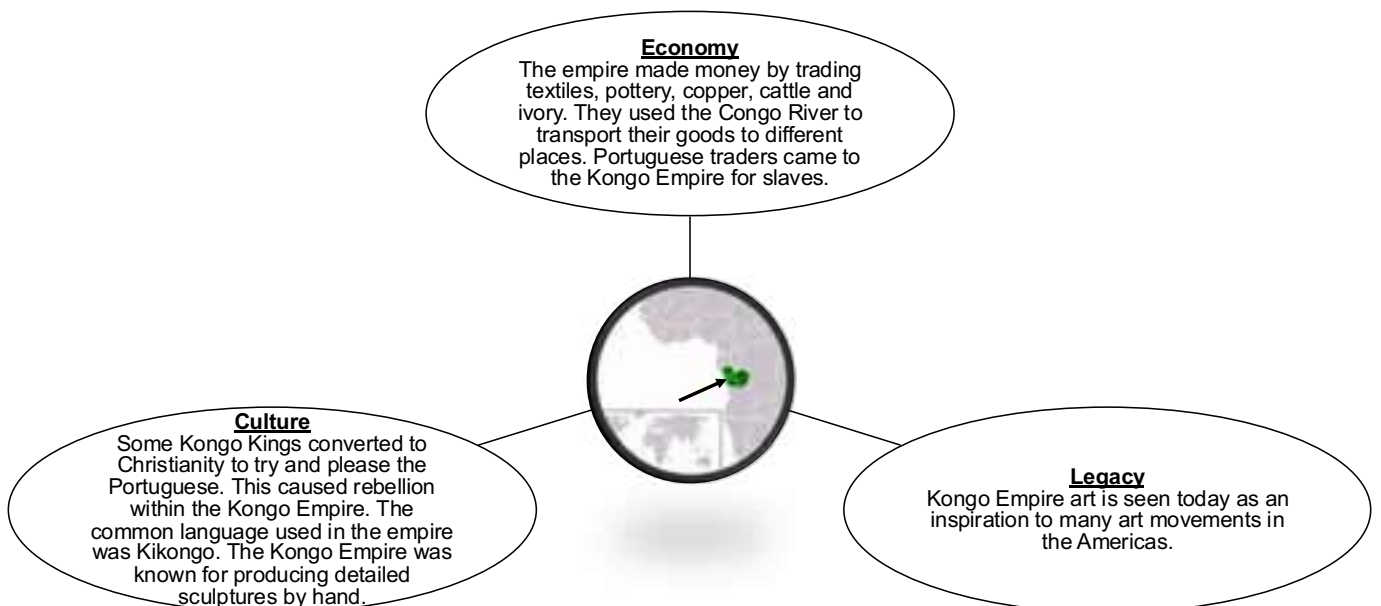
African Empires: The Mali Empire 1234 AD – 1600 AD



33

5. Year 8 History: Africa

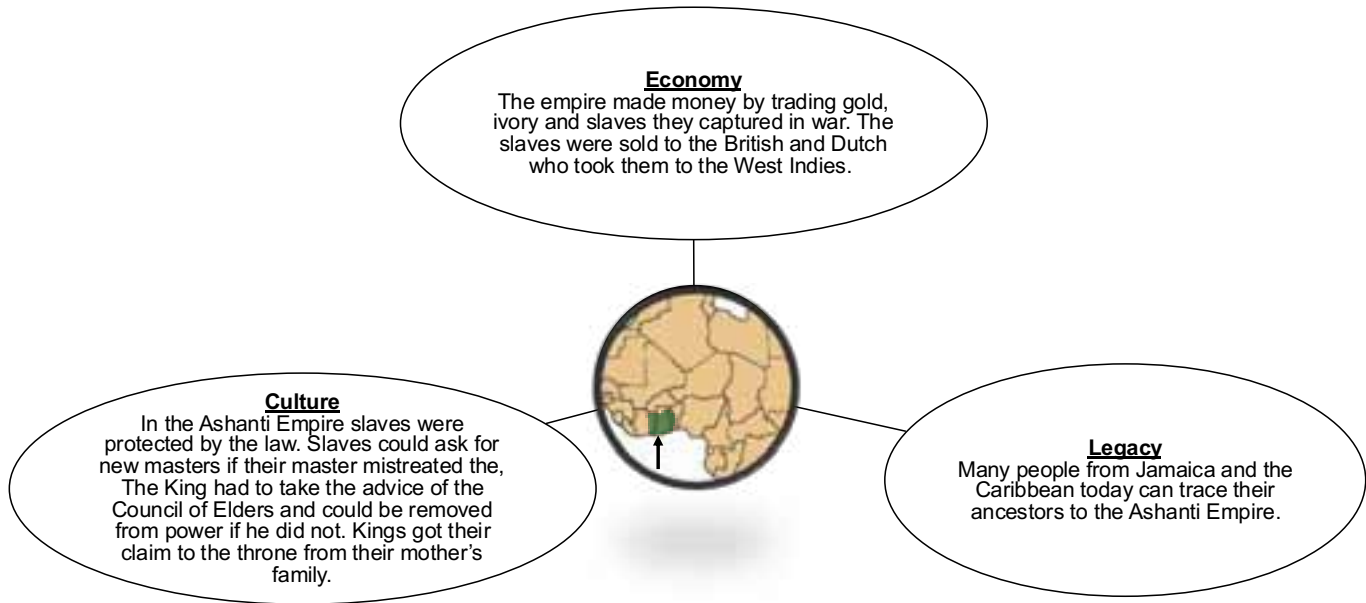
African Empires: The Kongo Empire 1390 AD – 1914 AD



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6. Year 8 History: Africa

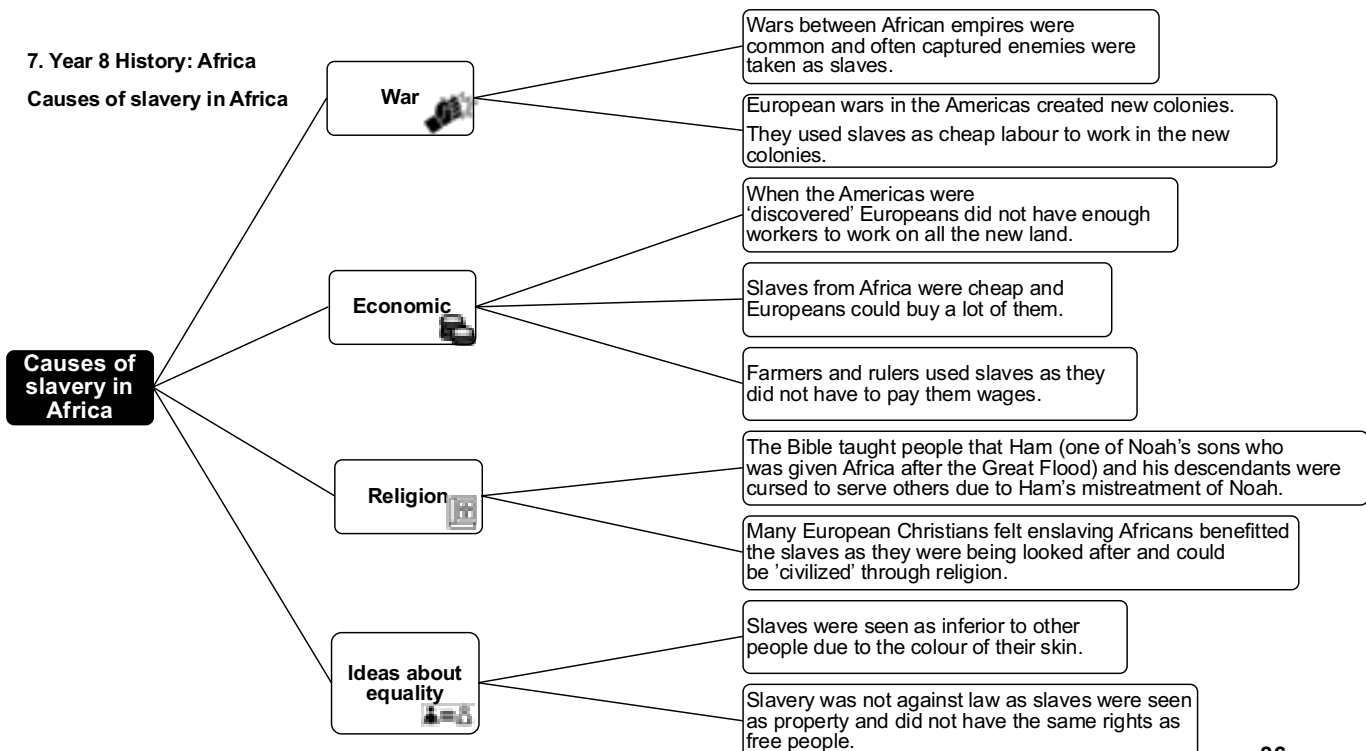
African Empires: The Ashanti/Asante Empire 1670 AD – 1896 AD



35

7. Year 8 History: Africa

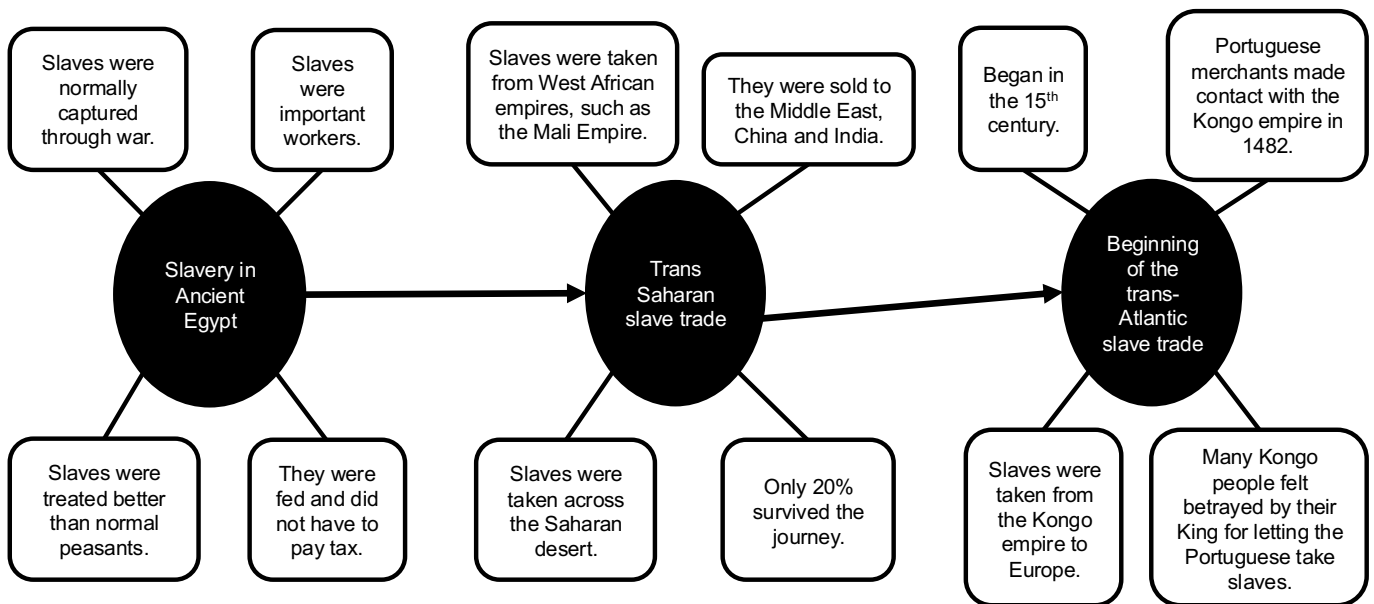
Causes of slavery in Africa



36

8. Year 8 History: Africa

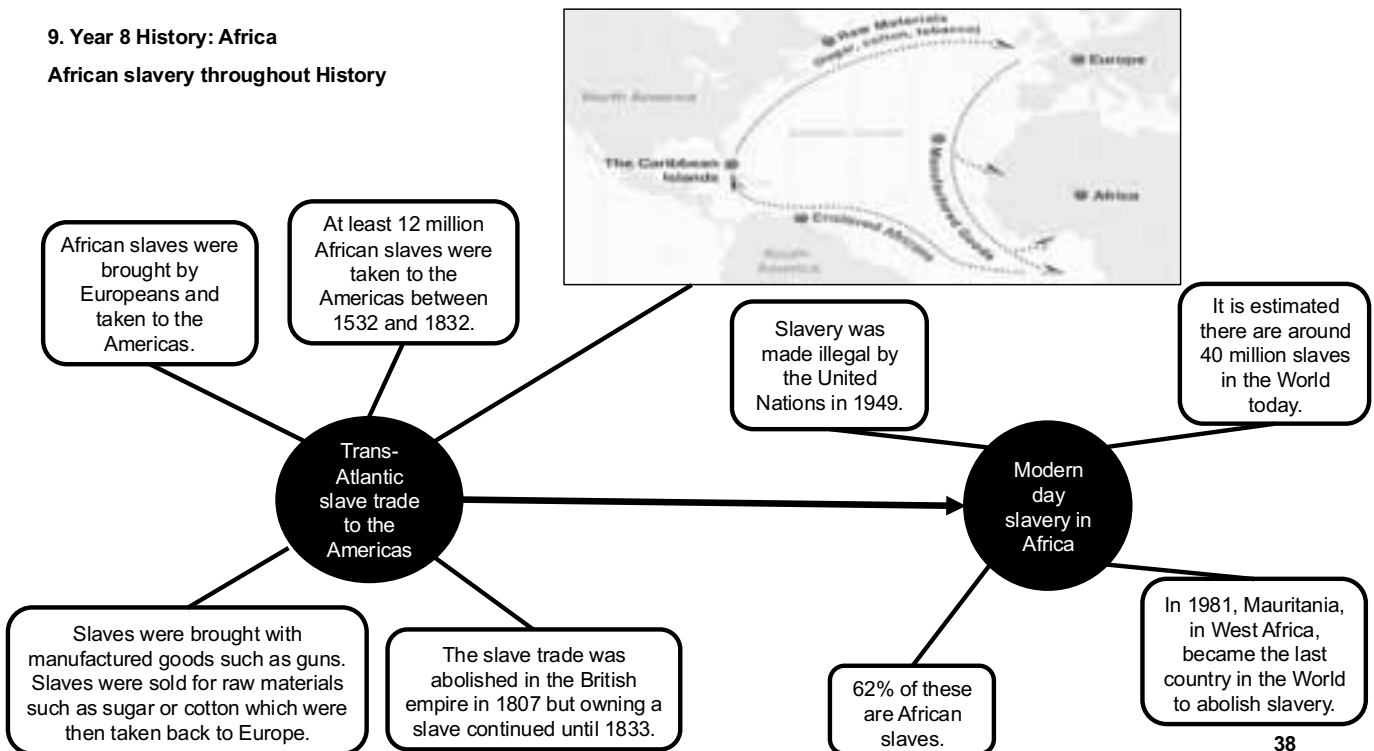
African slavery throughout History



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9. Year 8 History: Africa

African slavery throughout History



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10. Year 8 History: Africa

The Transatlantic Slave Trade: The Middle Passage

Stage of slavery	Details
Middle Passage	Journey between West Africa and the Americas. It is estimated 20 million Africans were taken across the Atlantic Ocean and sold as slaves. Slave ships could carry from 250-600 slaves with 1.5m space between slave decks. They had little food/water and no medicine 20% died during the journey. The journey took around 8 weeks.

Stage of slavery	Details
Auction	Buyers bid for slaves and sold to the highest bidder. Unhealthy and unsold slaves were left to die without food or water. The buyers would all rush at once to get the 'best slaves'. Families would be split up, never to see each other again.

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11. Year 8 History: Africa

Treatment of African slaves in Africa

Aspects of life	Details
Treatment by masters	Most slaves in Africa were only temporary slaves and were only slaves due to owing a debt (money) or being punished for a crime. Chattel slaves (slaves who were sold and seen as property) were people taken as prisoners during wars with other empires. Normally, children of slaves were considered free. Many former slaves wrote about how they were well fed and treated well by their masters. African slaves were not free, they had to ask permission to leave their master's lands. They were punished or killed if they did not follow the rules.

Aspects of life	Details
Forms of resistance and escape	Most slave resistance in Africa was caused by African people rebelling against being sold to other countries or being taken to the Americas.
Legacy and impact	It is estimated that there are around 40 million slaves in the world today with 62% being African slaves. The last country to officially abolish slavery was Mauritania, an African country in North-west Africa, in 1981.

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12. Year 8 History: Africa

Treatment of African slaves in Brazil

Aspects of life	Details
Treatment by masters	<p>4.9 million African slaves were taken to Brazil.</p> <p>40% of all African slaves taken to the Americas were taken to Brazil.</p> <p>30% of Brazil's population was made up of African slaves.</p> <p>African slaves worked on the sugar cane fields.</p> <p>From 1690, African slaves mined gold and diamonds</p> <p>Male slaves were forced to work long hours without breaks in the fields or mines.</p> <p>Slaves would be harshly punished (whipped, beaten, even killed) if they did not work fast enough.</p> <p>Female slaves were often raped by their masters and brought forth a new generation of Brazilians.</p>

Aspects of life	Details
Forms of resistance and escape	<p>Runaway slaves in Brazil created new settlements called quilombos (free communities).</p> <p>Quilombos were located in the Serra da Barriga- a mountainous area in Brazil.</p> <p>The Palmares was a quilombos which was the home of 10,000-30,000 escaped slaves.</p>
Legacy and impact	<p>Slavery in Brazil was abolished in 1888, but slaves were not given any money or land when they became free.</p> <p>Today, millions of Afro-Brazilians live in poverty in favelas.</p> <p>Young Afro-Brazilians make up 2/3 of Brazil's 60,000 victims of violent crime each year.</p> <p>2/3 of the country's prison population are Afro-Brazilian.</p>

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13. Year 8 History: Africa

Treatment of African slaves in the Southern states of America

Aspects of life	Details
Treatment by masters	<p>African slaves taken to the United States were chattel slaves.</p> <p>African slaves worked on cotton plantations (farms) in the Southern states.</p> <p>They would work up to 16 hours a day without breaks, food or water and would be whipped if they did not 'work hard enough'.</p> <p>Pregnant women were expected to work and strap the baby to them when it was born.</p> <p>Children as young as 6 worked in the fields.</p> <p>The slaves lived in wooden shacks on the plantations.</p> <p>There was no privacy and 12 or more slaves living in them.</p>

Aspects of life	Details
Forms of resistance and escape	<p>Slaves passively resisted by breaking tools, faking illness and stealing food.</p> <p>Slaves would escape and go to the Northern states or Native communities- some even got to Canada.</p> <p>Escaped slaves would use the Underground Railroad to escape.</p> <p>By 1850 over 100,000 slaves had escaped via the 'Railroad'.</p>
Legacy and impact	<p>Slavery was abolished in 1865.</p> <p>Southern states introduced Jim Crow laws to keep African Americans separate from white Americans.</p> <p>These laws were not removed until 1964.</p> <p>Some African-Americans today live in ghettos and struggle due to lack of a good education and opportunities.</p>

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14. Year 8 History: Africa

Treatment of African slaves in England

Aspects of life	Details
Treatment by masters	<p>A very small number of African slaves were brought back to England.</p> <p>African slaves were sold in London, Liverpool and Bristol.</p> <p>African slaves were sold to government officials, military leaders and planters (rich farmers).</p> <p>Slavery in England was legal until 1722.</p> <p>African slaves were made to work as butlers and maids.</p> <p>They were made to look exotic and used to show off the wealth of their owners.</p> <p>African slaves in England had no freedom and were treated like objects.</p>

Aspects of life	Details
Forms of resistance and escape	<p>African slaves who escaped lived in poverty on the streets.</p> <p>Masters would put up lost-and-found adverts.</p> <p>In London, escaped slaves would flee to the East End.</p> <p>They would become pickpockets, beggars and work on ships.</p> <p>The poor white community living on the streets often helped to hide escaped African slaves.</p>
Legacy and impact	<p>Britain abolished slavery in their empire in 1833.</p> <p>Britain paid the slave owners the equivalent of £20 billion.</p> <p>The loans used to pay the owners were not paid back until 2015.</p> <p>Newly freed slaves were given no money or support but had to work for their old owners every week until 1838.</p>

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15. Slave Revolts: 1730-1811

1730- First Maroon War (Jamaica)

The Maroon were escaped slaves in Jamaica who lived in the hills and forests. They would help rescue slaves and use violence against British slave owners in Jamaica.

In 1739 the Maroon people signed an agreement with the British. The agreement gave the Maroon more freedom and rights.

The Maroon promised to return escaped slaves after the agreement was signed.

1791-1804- Haitian Revolution (St Domingue/Haiti)

Saint Domingue was a French colony, rich in sugar and located in the Caribbean. A slave army led by Toussaint L'Ouverture burned the plantations and defeated the French soldiers.

The ex-slaves took control of the island and renamed it Haiti. Haiti became a beacon of hope to other slaves in the Caribbean and escaped slaves even tried to travel there.

In 1793 the British fought against the ex-slave army in Haiti but they were defeated.

96 African slaves were being taken from Guinea to Rhode Island (USA). Some of the African male slaves slipped out of their shackles and overpowered the crew.

3 members of the crew were killed, the rest were taken prisoner. The African slaves sailed back to the Sierra Leone river and abandoned the ship and crew.

Biggest slave revolt in US history. 200-500 slaves took part in the revolt. Slaves from sugar plantations marched 20 miles over 2 days.

During the march they burned 5 plantation houses, several sugarhouses and crops. They were armed with hand tools and killed 2 white men.

Soldiers were used to put down the revolt. 95 slaves were killed and executed.

1730- Little George Ship Revolt (Slave ship)

1811- German Coast Uprising (New Orleans, USA)

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16. Slave Revolts: 1831-1839

1831- Nat Turner's Rebellion (Virginia, USA)

Nat Turner was an America slave who lived in Virginia. He led a slave rebellion as he believed God had sent him a message.

The rebels killed 55-65 white slave owners and their families. The rebellion was put down a few days after it started. Nat Turner hid for 2 months before he was captured and hanged.

The revolt led to southern white people becoming suspicious of slaves so they tightened restrictions of the rights of slave.

1835- Malé Revolt (Brazil)

600 Yoruba and Hausa slaves (from Nigeria) rebelled in Brazil.

The slaves were mainly African Muslims who wanted to create their own Muslim safe haven. They wore necklaces of President Dessalines, who was the leader of independent Haiti.

70 African slaves were killed and the revolt failed. This slave revolt is seen as one of the most significant urban slave revolt in the Americas.

Biggest slave revolt in the British Caribbean. Over 60,000 slaves were involved. Samuel Sharpe and other slave leaders went strike on Christmas Day, 1831.

They demanded more free time and a working wage. This was denied so the slaves set fire to the sugar cane fields. White slave owners fled, and British soldiers were brought in.

214 rebel slaves were killed and 300 were executed. In 1833 Britain abolished slavery in the British Empire.

1831-1832- Baptist War (Jamaica)

53 African slaves were being taken to Cuba in the Spanish slave ship called the Amistad. Joseph Cinqué led to revolt.

The navigator was ordered to sail the ship back to Sierra Leone but took them to New York where the slaves were imprisoned. They were put on trial for their crimes against the crew.

The judge ruled that the Africans were victims of kidnapping and had the right to fight their captors. The case went to the Supreme Court and the African survivors were represented by a former president, Adams, who won. The Supreme Court allowed the African slaves a safe passage home.




1839- Amistad (Slave ship)

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17. Year 8 History: Africa

The Scramble for Africa

Key questions	Details
Who	Britain, France, Germany, Portugal, Belgium, Italy and Spain.
What	By 1914, 90% of Africa was under European rule.
When	Between 1881-1914.
Where	The beginning of the Scramble for Africa was at the Berlin Conference in 1884. European countries decided which areas of Africa would be controlled by who.

Factor	Why?	Details
	Economic	Britain, France and Germany were competing for global trade. Explorers located lots of raw materials in Africa. Cecil Rhodes, a British coloniser, made a fortune from the diamond and gold mines in South Africa. The Industrial Revolution in Britain increased the need for Palm Oil to lubricate machines.
	Political	The leader of Germany, Bismarck, wanted to expand their empire.
	Religious	Dr Livingstone, a Scottish missionary, wanted to make sure slavery was not continuing in Africa after it was abolished by Britain in 1833. Christian missionaries felt it was their duty to 'civilise' the Africans

18. Year 8 History: Africa

Impact of the Scramble for Africa

Impact for Europe

European countries took the best land.

European countries used Africans as cheap workers.

Raw materials were taken from Africa to European to manufactured in their factories then sold all around the world.

During the First and Second World Wars European countries used soldiers from their African colonies to fight for them.

Impact for Africa

Many Africans lost their land and had to work for poor wages on European owned land which had been stolen.

Due to the way Africa had been divided conflict grew within countries where different ethnic groups were forced to live.

Example- Rwandan Genocide 1994.

European medicine was introduced in Africa.

Africa's population grew from 120 million in 1900 to over 1 billion today.

Land was used to grow cash crops such as: coffee, cocoa, tea and cotton so there was little land left to grow food crops.

This led to famine and starvation.

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19. Year 8 History: Africa

Experiences of African and black soldiers in the First World War

Soldiers	First World War
African	2.35 million
Caribbean/West Indies	20,500
African American	350,000

Soldiers	Experiences in the First World War
African	<p>Many were used as carriers.</p> <p>Due to the way borders had been drawn in the Berlin Conference, African soldiers found themselves fighting friends/family.</p> <p>The French used African soldiers to shock the Germans and to spare French soldiers from being killed.</p>

Soldiers	Experiences in the First World War
Caribbean/ West Indies	<p>At first, the British did not want black soldiers fighting white Europeans.</p> <p>By 1915, King George allowed volunteers from the Caribbean to join the British forces.</p> <p>They were paid less than the white soldiers and had to do jobs such as: carrying equipment, digging trenches, building roads and railways.</p> <p>Caribbean soldiers had to put out fires in burning, sometimes, exploding areas.</p>

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20. Year 8 History: Africa

Experiences of African and black soldiers in the First World War

Soldiers	Experiences in the First World War
African	The Harlem Hellfighters were a group of 3,000 African
American	American soldiers who fought for America against the Central Powers. They were the most decorated black soldiers in the First World War. Henry Johnson, known as "Black Death", was the first America of any ethnicity to be given the French Croix de Guerre.

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21. Year 8 History: Africa

Experiences of African and black soldiers in the Second World War

Soldiers	Second World War
African	Over 1 million
Caribbean/West Indies	16,000
African American	125,000

Soldiers	Experiences in the First World War
African	The King's African Rifles were soldiers from Britain's African colonies who fought in the Second World War. They were very important in fighting and defeating the Italians in Abyssinia (modern day Ethiopia).

Soldiers	Experiences in the Second World War
Caribbean/ West Indies	Many Caribbean soldiers who had fought for Britain in the Second World War migrated to Britain to help rebuild the 'mother country'.
African	They were kept separate from white soldiers.
American	African American nurses were the only nurses allowed to help African American soldiers. After the sacrifices and bravery of African American units such as: the Tuskegee Airmen and 761st Tank Battalion, President Truman desegregated all military units in 1948.

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22. Year 8 History: Africa

Impact of African and black soldiers fighting in the war: Positives

Positives
After the Second World War the British government created the British Nationality Act which allowed members of the Commonwealth to live in Britain.
After the Second World War, many African countries started to demand their independence.
Britain and other European countries, who had colonies in Africa, could not continue to rule over countries who had given soldiers to help fight for freedom against the Nazis <u>when they had no freedom themselves.</u>

Positives
In 2017 the African and Caribbean War Memorial was unveiled in Windrush Square in Brixton, South London.
It was dedicated to the 70,000 men and women from the <u>Caribbean and Africa who died for Britain in the war.</u>

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23. Year 8 History: Africa

Impact of African and black soldiers fighting in the war: Negatives

Negatives
After the First World War the German colony of Cameroon was split between Britain and France.
In 1960 the 2 parts were given independence and reunited.
There was violence between the 2 parts.
The German colony of Namibia was put under the protection of the League of Nations after the First World War.
The South African government invaded and took control of Namibia enforcing its Apartheid rules which discriminated against black <u>people.</u>

Negatives
African American soldiers returning to Southern states after both wars had to follow the Jim Crow laws.
These laws kept African American and white Americans separate.
The Jim Crow laws were not abolished until 1964 under the <u>Civil Rights Act.</u>

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24. Year 8 History: Africa

Causes of independence In Africa

Factor	Causes of independence in Africa	
	War and violence	During the Second World War over 1.4 million African soldiers fought in the war.
	War and violence	After the war ended in 1945 many colonies demanded their independence by rebelling against colonial rule.
	Economic	Countries like Britain and France did not have the strength and money to hold on to their colonies.
	Ideas about equality and freedom	Many African soldiers who had fought against Nazi Germany felt they had been fighting to defend freedom but did not have their own.
	Government	<p>Britain's government were too weak to keep control over countries who fought against them.</p> <p>India had been given its independence in 1947 which set an example for other colonies to follow.</p>

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25. Year 8 History: Africa

Independence of Kenya

Key questions	Actions by Kenyans
When	12 th December 1963
Who	<p>In the 1940s the Kenya African Union (KAU) was setup.</p> <p>Jomo Kenyatta was the leader.</p> <p>They demanded independence and access to white-owned land.</p>
What	<p>In the 1950s Kenyans protested and rebelled against British rule.</p> <p>The Mau Mau rebellion lasted 8 years.</p> <p>The Mau Mau used violence against British settlements.</p> <p>10,000 members of the Mau Mau were killed and even more were imprisoned and tortured by the British.</p>
Impact	<p>Britain could not afford to fight against the Kenyan people who wanted independence.</p> <p>Jomo Kenyatta was elected Kenya's first black Prime Minister in 1964.</p>



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26. Year 8 History: Africa

Impact of the independence of Kenya

Positives after independence	Negatives after independence
Kenya joined the Organisation of African Unity to trade with other independent African countries.	Kenyatta's 'Africanisation' policy led to the majority of Asian Kenyan's fleeing discrimination.
Foreign investment in Kenya doubled.	Kenyatta made Kenya a one-party- state meaning his party was the only one people could vote for.
The number of Secondary schools in Kenya increased by 80%	Kenyatta used violence against any other political groups who were against him.
The life expectancy in Kenya increased by 10 years.	Kenyatta used his power to give land to powerful people in government.

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27. Year 8 History: Africa

Independence of Zimbabwe

Key questions	Actions by Zimbabweans
When	18 th April 1980
Who	The main groups who fought for independence from the majority white government were the Zimbabwe African People's Union (ZAPU) and the Zimbabwe African National Union (ZANU).
What	The Bush War or Zimbabwe War of Independence lasted 15 years. Black members of society fought against the white government who had declared Zimbabwe independent without Britain's permission.
Impact	After much fighting an agreement was reached. Elections were held in February 1980. Robert Mugabe (leader of ZANU) was elected the first Prime Minister of Zimbabwe.



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28. Year 8 History: Africa

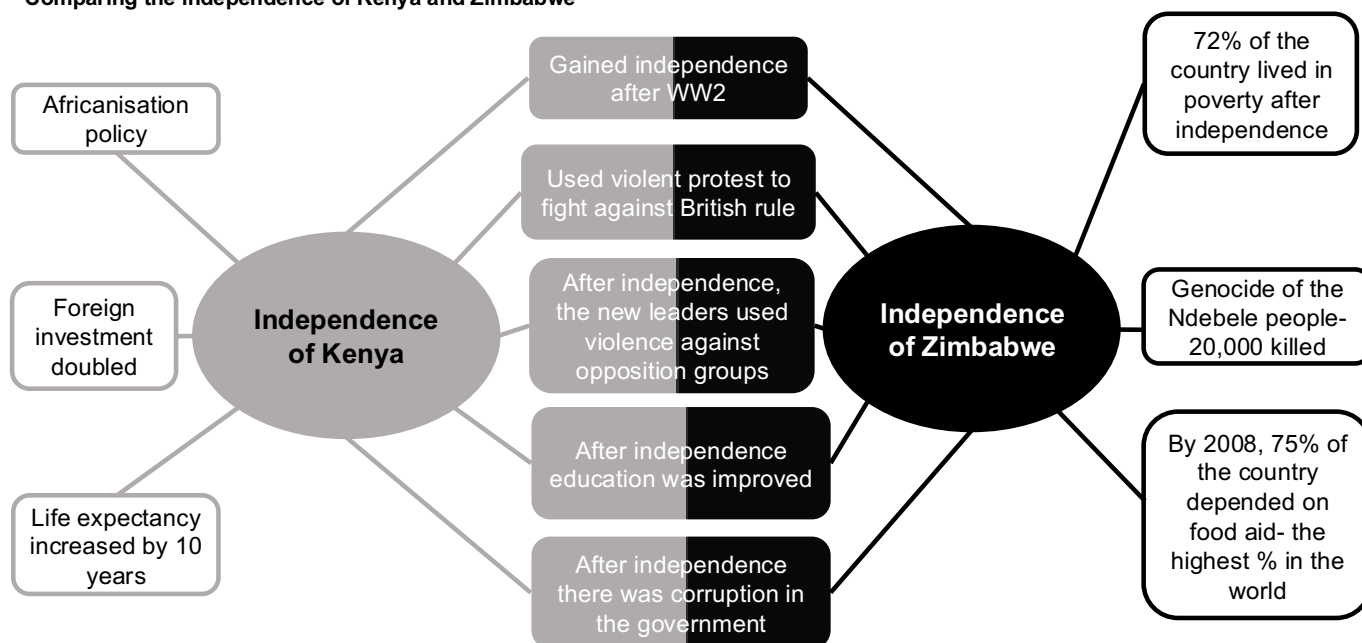
Impact of the independence of Zimbabwe

Positives after independence	Negatives after independence
The literacy rate (number of people who can read and write) in 2015 was 90% of the population.	Mugabe used violence to remove opposition such as the Ndebele people.
The number of secondary schools increased from 177 to 1,548.	More than 20,000 Ndebele people were killed- seen as a genocide.
	Mugabe and his government stole money from Zimbabwe's diamond and mining industries.
	72% of the country lived in poverty and Zimbabwe lost \$1 million a year due to government corruption.

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29. Year 8 History: Africa

Comparing the independence of Kenya and Zimbabwe



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30. Year 8 History: Africa

Arab Spring

Key questions	Arab Spring
When	The movement started in Dec 2010 and lasted until late 2011
Where	The uprisings were in largely Muslim countries such as: Tunisia, Morocco, Syria, Libya, Egypt and Bahrain.
What	The protests were based mainly on wanting leader and government changes. Protesters wanted increased democracy and cultural freedom
How	The movement was helped due to the use of social media platforms such as Facebook and Twitter. These social media platforms helped to spread messages and organise protests.



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31. Year 8 History: Africa

Arab Spring in Tunisia

Key questions	The Jasmine Revolution
Causes	Mohammed Bouazizi set himself on fire outside a government office building to protest against government corruption. Bouazizi was a fruit seller who was fed up with local officials demanding bribes. Anger over Bouazizi's situation inspired other Tunisians who were suffering due to unemployment, poverty and political inequality.

Key questions	The Jasmine Revolution
Actions of the people	Street demonstrations, rallies and strikes broke out across the country. Protesters used social media, such as Facebook and Twitter, to organise the protests.
Government response	Ben Ali (the President of Tunisia) made promises to make social, political and economic changes. His promises did not stop the protests which had swept across the country. Ben Ali and his family fled the country. Tunisians called for his arrest as he had stolen billions of dollars from Tunisia through corruption.

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32. Year 8 History: Africa

Arab Spring in Libya

Key questions	The Libyan Civil War
Causes	<p>Inspired by events in Tunisia.</p> <p>Colonel Muammar Gaddafi, the head of the government, was seen as very corrupt.</p> <p>He had control over Libya's oil which made up 90% of the country's wealth.</p> <p>Gaddafi was seen as a dictator who violated human rights and supported global terrorist groups.</p> <p>In 2009 and 2011 Libya was voted the most censored country in the Middle East and North Africa.</p>

Key questions	The Libyan Civil War
Actions of the people	<p>There were street demonstrations and protests all over Libya.</p> <p>Violence was used such as: petrol bombs, throwing rocks and setting fire to police and security buildings.</p> <p>A website was set up which aimed to replace the government.</p>
Government response	<p>Gaddafi ordered the army to use violence against protesters.</p> <p>Gaddafi imprisoned tens of thousands of protesters.</p> <p>Countries across the world (including the UK) used the air force and navy to support the protesters.</p> <p>Gaddafi was killed by the new National Transitional Council (new government) on the 20th October 2011.</p>

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33. Year 8 History: Africa

Arab Spring in Egypt

Key questions	The Egyptian Revolution
Causes	<p>Inspired by events in Tunisia, and Libya.</p> <p>Protesters in Egypt demanded the President, Hosni Mubarak be overthrown.</p> <p>Many protesters were against increasing police brutality (violence) during the years of Mubarak's rule.</p> <p>People were angry about the lack of political freedom, freedom of speech, government corruption, unemployment, high price of foods and low wages.</p>

Key questions	The Egyptian Revolution
Actions of the people	<p>Methods used by the protesters included: demonstrations, marches, occupying certain areas (refusing to move), violence and strikes (this was mainly workers and trade unions).</p>
Government response	<p>Many protesters were attacked by military police.</p> <p>Over 846 people were killed and over 6,000 injured.</p> <p>On the 11th February 2011 President Mubarak stepped down.</p> <p>He was arrested and interrogated in May 2011 for his actions as president.</p>

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34. Year 8 History: Africa

Arab Spring in Syria

Key questions Syrian Civil War	
Causes	Inspired by events in Tunisia, Libya and Egypt.
	Bashar Al-Assad (Syrian President) created a new constitution (set of rules) in 1973 which did not require the president of Syria to be a Muslim; which angered the Muslim Brotherhood.
	There was a drought (very little/no rain) which lasted from 2006-2011 which led to many dying of famine (starvation).
	People in Syria did not have freedom of speech and public gatherings of more than 5 people could lead to imprisonment.

Key questions Syrian Civil War	
Actions of the people	Protesters protested in the streets and burned down important government buildings.
	A Civil War broke out in Syria- it is still going on today.
Government response	America and Turkey support the protesters with weapons, soldiers and airstrikes.
	The army used tanks, guns and other weapons against the protesters -1,000 civilian had died by May 2011.
	Russia and Iran both support Assad and provide weapons, air strikes, training and intelligence sharing (giving them information).
More than 400,000 people have been killed in Syria so far.	

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35. Year 8 History: Africa

Impact of the Arab Spring

Positives
The Arab Spring movement inspired other movements such as the Occupy movement and the Spanish Indignados Movement .
The protests across the Arab world showed that the actions of ordinary people could lead to the removal of leaders who were corrupt.
Many of the demands of the Egyptian protesters have been met such as: rise in the minimum wage, ending curfew and the arrest of Mubarak.

Negatives
In Syria, due to the Civil War, the terrorist group (Islamic State/IS) has increased in power.
In August 2013 hundreds were killed by a chemical weapon fired over homes in Damascus in Syria.
The overthrow of leaders in Egypt, Tunisia and Libya has created conflict between groups in the countries about how the new government should function.
Economic problems (unemployment and poor wages) which had caused the protests have not improved for many ordinary people.
The UN has warned that the rising violence in Libya could cause a full-scale civil war.

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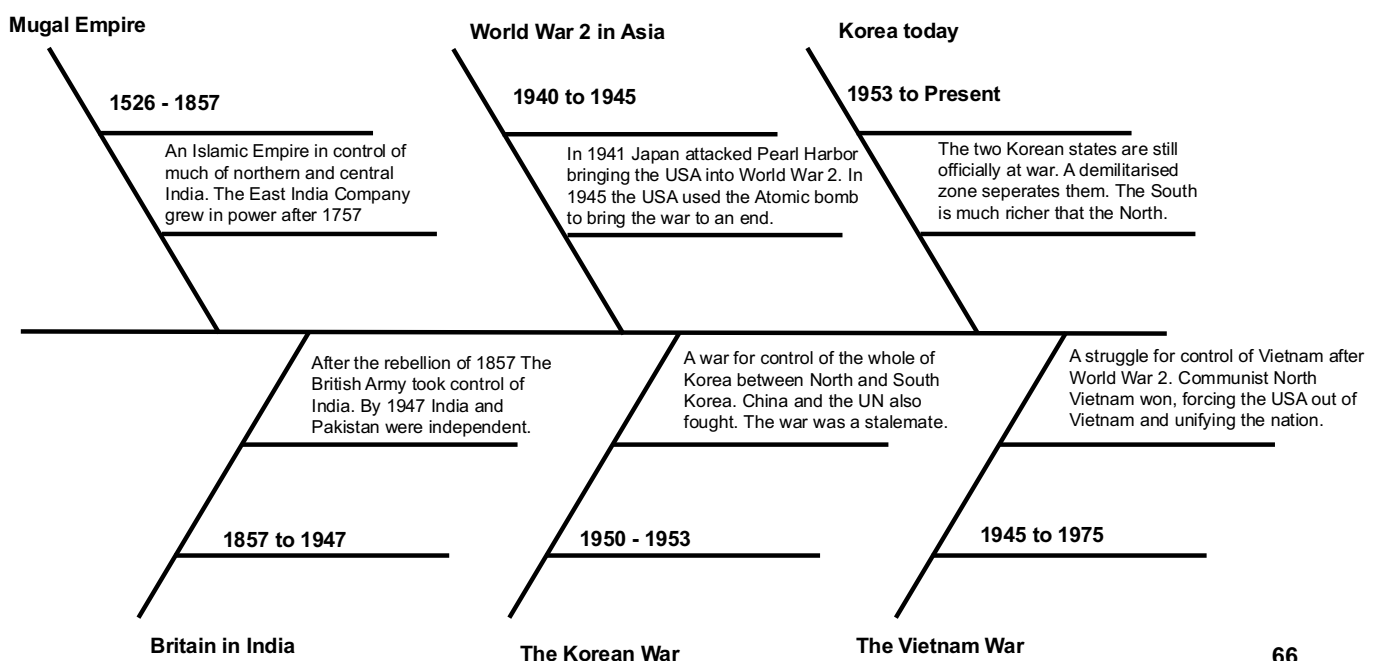
Year 8 History

Asia

The world's largest and most populous continent which borders Europe to the west, with the Indian Ocean to the south and Pacific Ocean to the east of it.

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1. Year 8 History: Asia Unit Overview



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2. Year 8 History: Asia

The Mughal Empire

The Mughal Empire	
When	1526 - 1857
Economy	<p>By 1600 it had the largest Economy in the world, richer than all of Europe and also China.</p> <p>It had one currency, the Rupee, and a well organised tax system.</p> <p>The economy was based on agriculture but industry was developing.</p> <p>The Mughals built a road system to help trade develop.</p>



3. Year 8 History: Asia

The Mughal Empire

The Mughal Empire	
Society	<p>The Mughal Empire had many large urban cities with populations over 500,000.</p> <p>The Empire had a feudal system with the Emperor at the top, then Chieftains called Zamindars next.</p> <p>The Emperors were Muslim but usually treated Hindus as equals.</p> <p>The Empire was divided into regions called Subah.</p>

The Mughal Empire	
Legacy	<p>The Mughals brought Persian influence to India.</p> <p>They developed arts in particular architecture creating buildings such as the Taj Mahal.</p>

4. Year 8 History: Asia

The East India Company

Key question	Details
When	1600 - 1858 AD
Origins	The Company was set up in 1600 and granted a charter by Queen Elizabeth I. It was set up to organise trade with the East Indies, Asia. The East India company got permission of the Mughal Emperors to set up trading stations called Factories in the Mughal Empire.

Key question	Details
Growth	Set up its own army in India and employed local soldiers called Sepoys. Fought against other European traders and local rulers. 1757 Battle of Plassey gave it control over Bengal, although the Mughal Emperors were officially in charge. It's power over India grew until 1857.

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5. Year 8 History: Asia

The Indian Rebellion

Key question	Details
When	1857 - 1858 AD
Origins	Many Indian soldiers did not like fighting other Indians. The Company did not respect Indian traditions and religions. People objected to the Company's high taxes. There had been famines in India

Key question	Details
Result	The Rebellion was brutally put down with public execution of many rebels. The last Mughal Emperor was deposed in 1857. The British called the Rebellion a Mutiny. The British Government took control of India and the East India Company was wound up. In 1876 Queen Victoria was crowned Empress of India.

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6. Year 8 History: Asia

The British Raj

Key question	Details
When	1858 AD – 1947 AD
Origins	The Indian National Congress was set up in 1885. By the early 20 th Century it was campaigning for Independence. Indian people were fed up with high taxes, famine and being treated unfairly by the British.

Key question	Details
Growth	The British sometimes dealt with protest very harshly, including in 1919 a massacre of peaceful protesters. From 1921 Congress was led by Mahatma Gandhi. He organised a very successful, non-violent campaign. Gandhi organised events like the Salt March that attracted the attention of the World's media.

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7. Year 8 History: Asia

Indian Independence

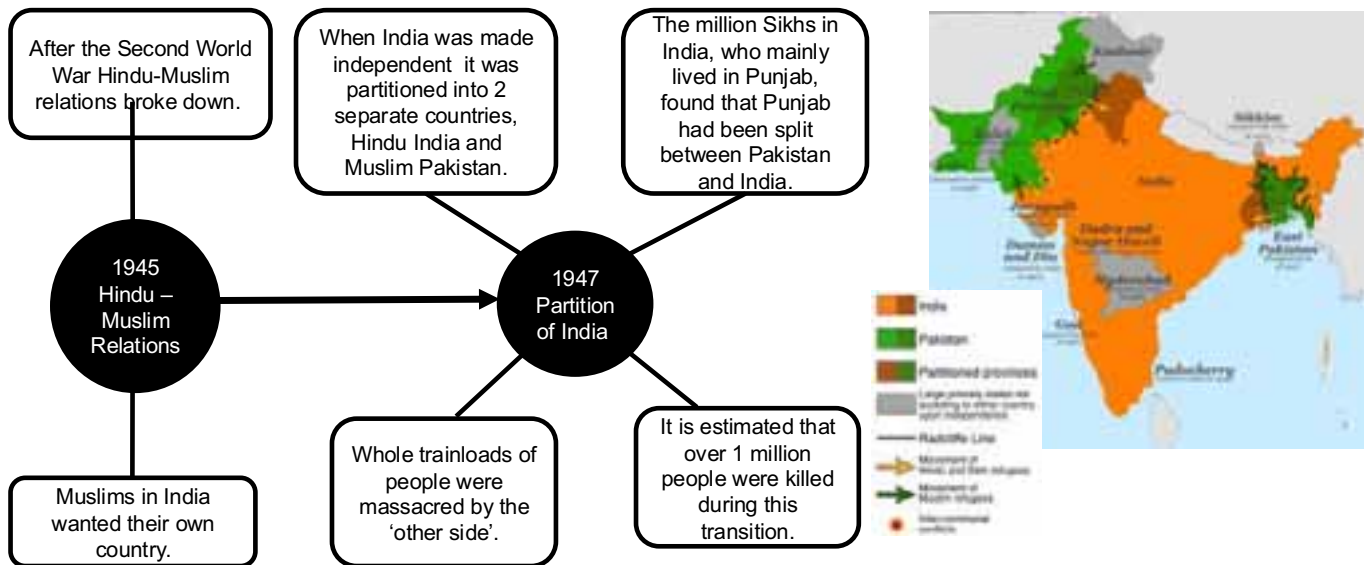
Towards Independence	
Talks	The British Government invited Gandhi and other Indian leaders to the Round Table Conferences in London. The talks failed.
Split	Indian Muslims increasingly called for a separate state for areas where the majority were Muslim. The state was to be called Pakistan. The Muslim League was led by Muhammad Ali Jinnah.

Towards Independence	
War	Gandhi stated that Britain could not claim to fight for freedom while refusing to give India freedom. The war bankrupted Britain. They could not afford to control India anymore.
1947	In August 1947 British rule of India ended. The States of India and Pakistan were set up.

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8. Year 8 History: Asia

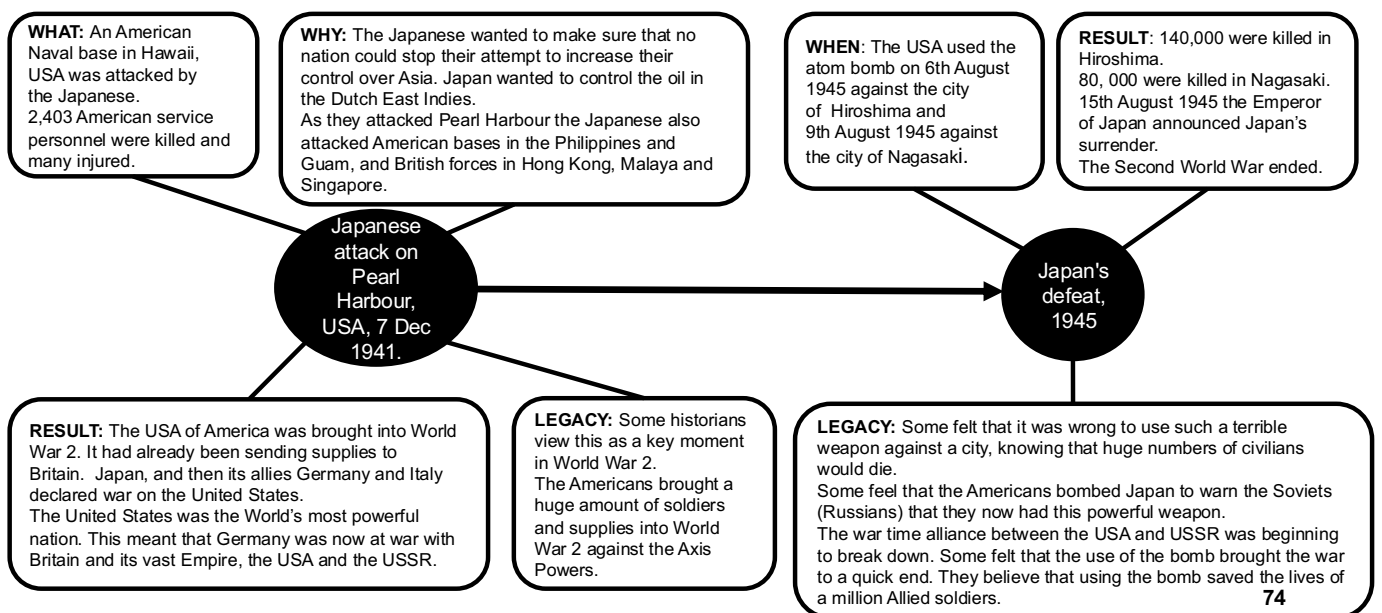
Partition of India



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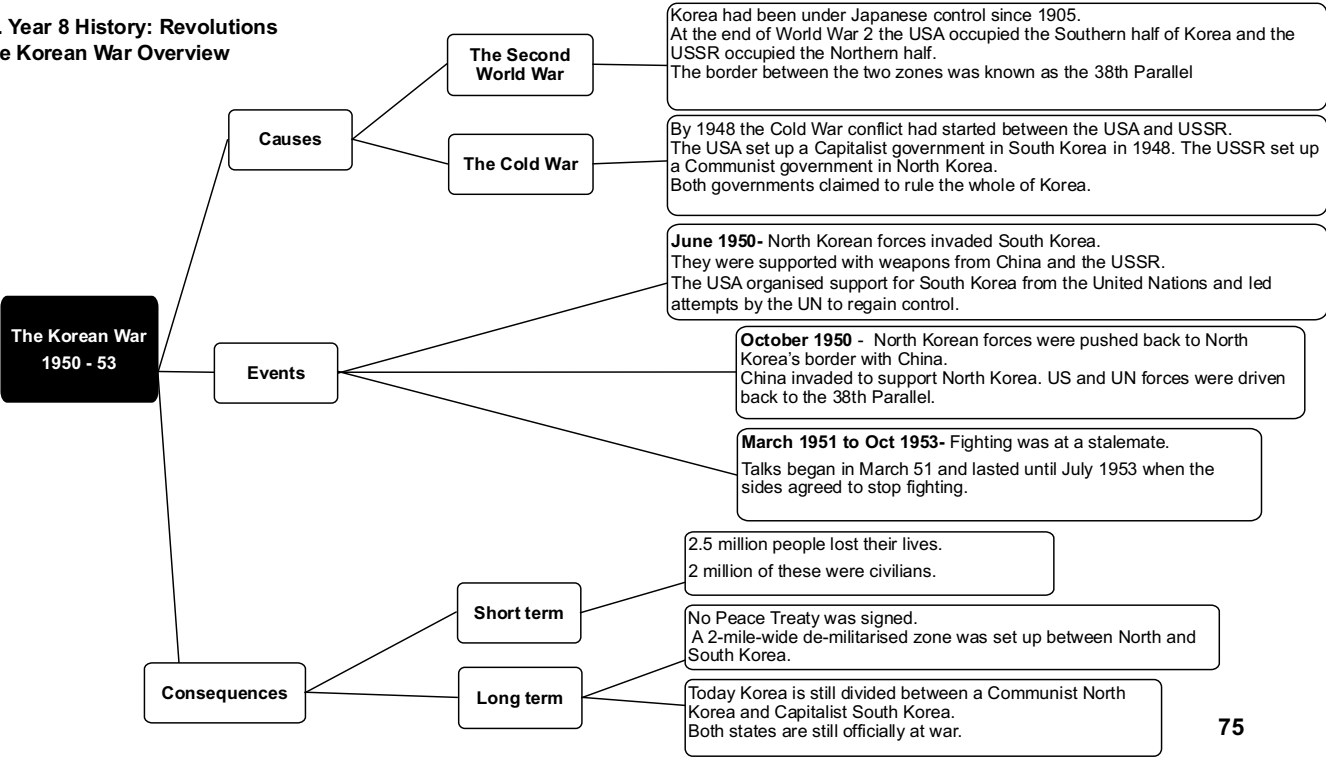
9. Year 8 History: Asia

Conflict between the USA and Japan in World War 2



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10. Year 8 History: Revolutions
The Korean War Overview

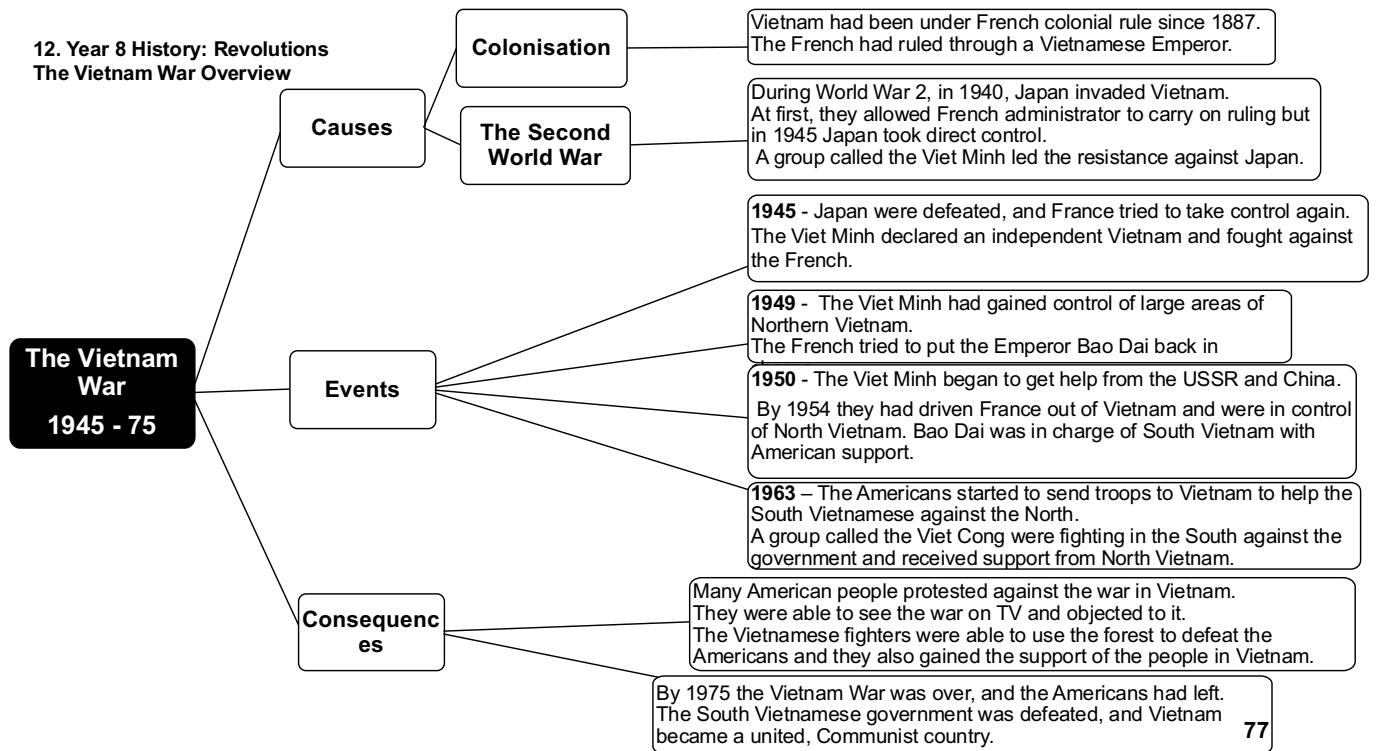


11. Year 8 History: Asia
Korea today

Part of Korea	Details
North Korea	<p>Still a Communist state ruled by Kim Jong-un. His father and grandfather ran North Korea before him.</p> <p>North Korea spends a large amount of its income on its military.</p> <p>It has developed missiles and has the Atomic bomb.</p> <p>It is a very poor, under-developed country.</p> <p>It has a very poor Human Rights record.</p> <p>China (also Communist) is now its only real ally but is often embarrassed by North Korea's behaviour.</p>

Part of Korea	Details
South Korea	<p>Still a Capitalist country. Now a democracy with a good recent Human Rights record.</p> <p>It is one of the World's most Economically developed nations.</p> <p>It has a strong military. It is allied to the USA and American troops are still based in South Korea.</p>
Problem today	<p>North Korea keeps testing and developing its missiles despite international condemnation, including from China.</p> <p>It tests the weapons by firing them over Japan and across the Pacific Ocean towards the USA.</p>

12. Year 8 History: Revolutions The Vietnam War Overview



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13 Year 8 History: Asia

The Origins of the Vietnam War

Dates	Key Events
1887	Vietnam was under French control as a part of French Indo-China. France ruled through the local Emperor.
Sept 1940	Japan invaded Vietnam but kept the French administration in charge. Japan was allied to Germany in World War 2
March 1945	Japan took control of Vietnam. A Vietnamese group, the Viet Minh, fought against Japan with American support.
September 1945	Japan was defeated in World War 2. The leader of the Viet Minh declared the existence of the Democratic Republic of Vietnam. However British and French troops restored French control. The Viet Minh fought back from the hilly areas.

Dates	Key Events
1949	The French tried to put the Emperor Bao Dai back in charge of Vietnam as an alternative to the Viet Minh who were gaining power over North Vietnam.
1950	China and the USSR recognised the Viet Minh as the Government of North Vietnam and provided them with weapons. Fighting continued until 1954.
1954	The French were forced out of Vietnam after the Battle of Dien Bien Phu. Vietnam became independent but the Viet Minh were in charge in the North. Bao Dai was in charge of the South with American support.

14. Year 8 History: Asia

The Vietnam War 1955 – 1975.

Vietnam War 1955 - 1975

The Vietnam War was fought between North Vietnam and South Vietnam for control of the whole nation.

The USA supported South Vietnam and from 1963 were sending troops to support the South Vietnamese.

China and the USSR supported North Vietnam and their allies in South Vietnam, a group of fighters called the Viet Cong.

By 1975 the Americans and South Vietnamese had lost. Vietnam was united under the North Vietnamese government.

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15. Year 8 History: Asia

The Vietnam War: Why did the Americans lose?

Reasons for American defeat.

Losing Hearts and Minds The poor treatment of South Vietnamese villagers turned them against their government. They began to support and join the Viet Cong.

Landscape The Viet Cong and North Vietnamese knew and used the landscape well. They used the dense forest well and were able to launch surprise attacks on the Americans.

Lack of Will By 1973 American politicians had given up.

Reasons for American defeat.

Lack of Support at home There were many protests in the USA against American involvement in the War. Some Americans refused to serve e.g. Muhammad Ali, the boxer.

Media coverage American news broadcasters were not censored. Americans were turned against the war by the coverage, particularly footage of the behaviour of the South Vietnamese army.

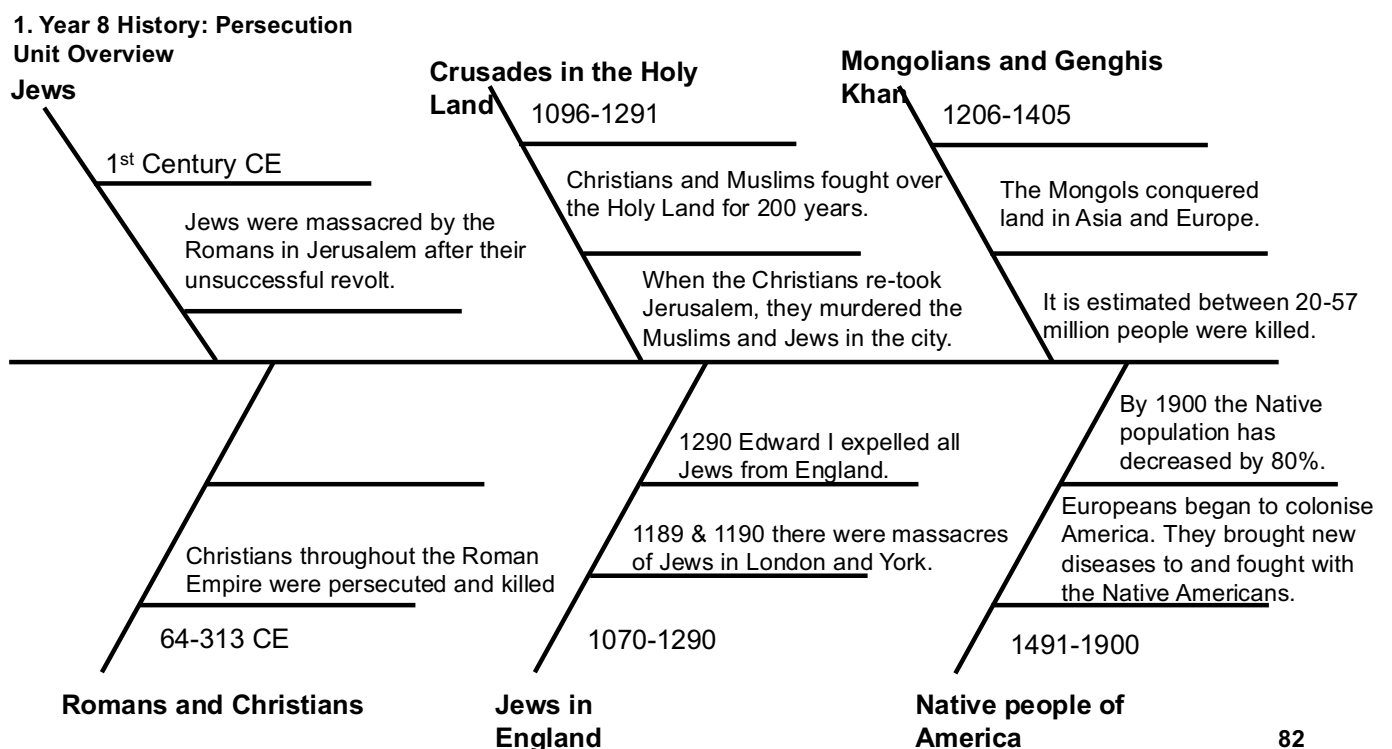
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Year 8 History

Persecution

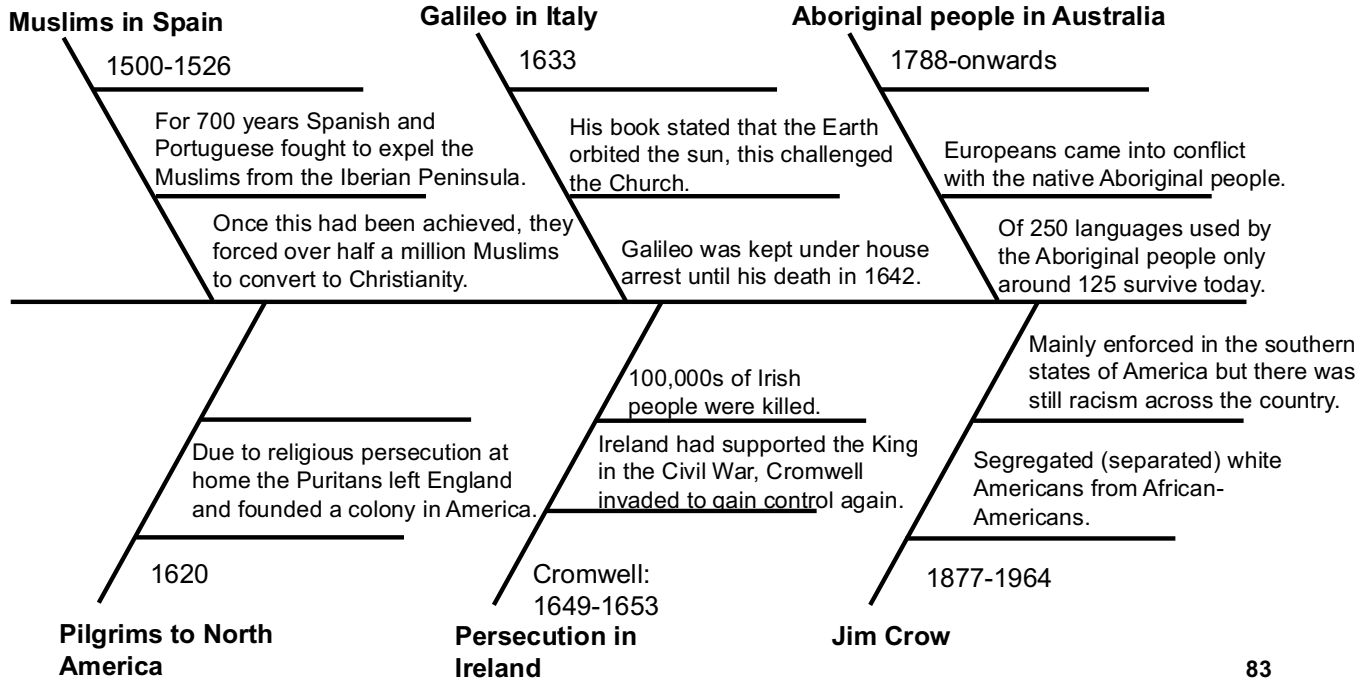
Hostility and ill-treatment, especially because of race or political or religious beliefs.

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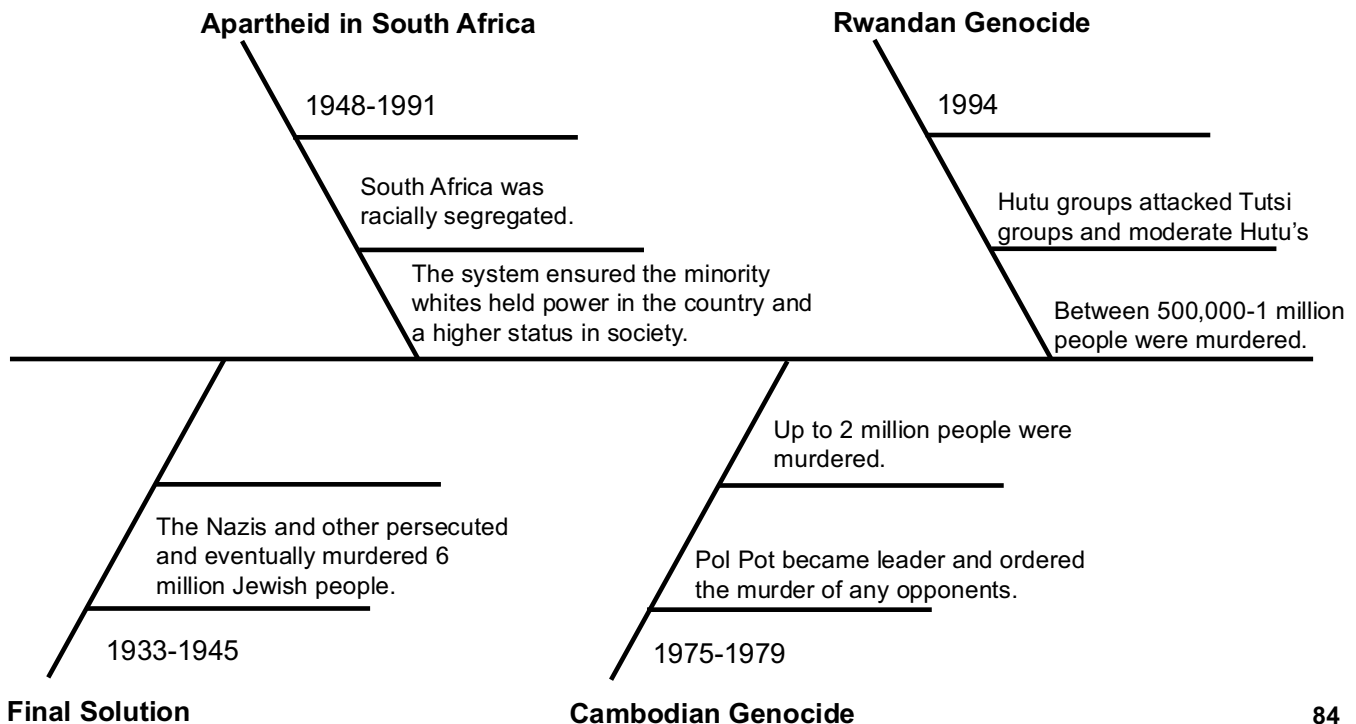
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**2. Year 8 History: Persecution
Unit Overview**



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**3. Year 8 History: Persecution
Unit Overview**



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4. Year 8 History: Persecution

Crusades

Crusade/Event	Date	Description
Council of Clermont	1095	Pope Urban II asked Christians to go to Holy Land and take Jerusalem.
First Crusade	1096-1099	The most successful crusade captured much of the Holy Land.
Taking of Jerusalem	1099	After Jerusalem was taken thousands of Jews and Muslims were murdered.
Third Crusade	1189-1192	Richard the Lionheart set out to take back Jerusalem from the Muslim forces who had re-captured it in 1187. He failed but did agree with the Muslims that Christians could go to Jerusalem.

Crusade/Event	Date	Description
Fourth, fifth, sixth and seventh crusade	1202-1250	All failed to re-take Jerusalem.
Fall of Acre	1291	This was the Christian last city in the Holy Land. It was captured by the Muslims in 1291.

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5. Year 8 History: Persecution

Ireland

Date	Event
400AD-432AD	Conversion of Irish paganism to Christianity.
Norman Conquest	Henry II's invasion and raids of Ireland led to both 'England' and Ireland being ruled by the same king for the first time.
Tudors	Henry VIII declares himself King of Ireland. English Protestant were encouraged to move to Catholic Ireland.
1640	25,000 English and Scots encouraged to go and live in Ireland. Aim was to 'civilise' the Irish people by making their culture more English.

Date	Event
1649	After the English Revolution Cromwell led an army of 12,000 to 'deal' with the Irish people
September 1649	Siege of Drogheda When Cromwell's forces took Drogheda lots of Irish soldiers and civilians were murdered.
1653	Under Cromwell the people of Ireland were persecuted: <ul style="list-style-type: none"> • He took land from the Irish Catholics and gave it to English Protestants. • Irish Catholics were not allowed to serve in Parliament or marry Protestants. • His reign saw 40-60% of the Irish population die of famine, torture or they were killed by the English army.

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6. Year 8 History: Persecution

Ireland continued

Date	Event
1798	British government massacred those involved in a rebellion in Ireland. The leaders were burnt alive or hung for treason.
18 th -19 th century	The Irish language was banned from society and education.
Victorian	Ireland suffered due to a disease which affected potato crops. This was known as the Great Potato Famine. Many died or migrated to other places, like America.

Date	Event
Home Rule	England blocked Ireland's wish to govern themselves for many years. Parliament refused to pass the Irish Home Rule Bill three times.
Troubles	Bloody Sunday. British Army broke the Rules of Engagement when they open fired and killed people without due reason.

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7. Year 8 History: Persecution

Natives in America

Date	Event
1600-1700s	European settlers in the East had begun to force Native Americans to move towards the East.
1828	Andrew Jackson became US President and promised to deal with the 'Indian problem'.
1830	Gold was discovered in Georgia. White settlers were encouraged to move to areas where the Cherokee lived.
1830	Removal Act- Law intended to move Native Americans west of the Mississippi river. The Supreme Court said the law was illegal, the President ignored them.

Date	Event
May 1838	7000 troops arrived to forcibly remove the Cherokee. This was the beginning of the Trail of Tears.
March 1839	The Cherokee arrive in their new home in Oklahoma. Nearly 4000 had died on the journey, 20% of the whole Cherokee nation.
1845	John O'Sullivan wrote that it was the Manifest Destiny of white Americans to spread over all of America. From this point on more and more Native Americans were forced from their homelands onto reservations.

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8. Year 8 History: Persecution

Jim Crow

Jim Crow Laws	
What?	<p>Southern states passed 'Jim Crow' laws to reduce the rights and freedom of the newly freed African American people.</p> <p>These new laws segregated (kept separate) African Americans and white Americans.</p> <p>The laws began from 1877 and were not officially abolished until the Civil Rights Act in 1964.</p>

Jim Crow Laws	
What?	<p>African Americans were to have separate facilities to white Americans, such as: seats on the bus, public toilets, public water fountains, schools, libraries, churches, seats/entrances to the theatre, places refused to serve African Americans and many others.</p> <p>African Americans were not treated equally in the south.</p> <p>Many moved north and to the west to escape these restrictive laws.</p>

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9. Year 8 History: Persecution

Holocaust: before the Second World War

Date	Event	Detail
1924	Mein Kampf	Hitler wrote Mein Kampf (my struggle) in which he set out his views about the Jews and what should happen to them.
1933	Hitler comes to power in Germany	Immediately he begins to introduce anti-Semitic laws and propaganda into Germany.
1935	Nuremburg Laws	<p>The Nazis passed the laws which stated:</p> <ul style="list-style-type: none">-Jews were no longer citizens of Germany (this meant they lost many rights)-Jews could no longer marry other Germans
1936	Laws against Jews	Jews must hand in all bikes and radios that they own.

Date	Event	Detail
1938	Kristallnacht	<p>Goebbels blamed the Jews for the death of a German diplomat in Paris.</p> <p>This unleashed a wave of violence.</p> <p>Synagogues, businesses and homes were all destroyed and 26,000 Jews were arrested and sent to concentration camps.</p>
1939	Start of World War Two	<p>This meant many more Jews were living within the German Empire. A new solution was needed to deal with them.</p>

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10. Year 8 History: Persecution

Holocaust: During the Second World War

Date	Event	Detail
1939	Ghettoes	The Nazis began to round up the Jews in certain areas and force them to live in walled off areas of cities (ghettos) in appalling condition (little food and medicine). One such example of this was the Warsaw ghetto in Poland
1939-41	Einsatzgruppen	SS killing squads followed behind the army rounding up the Jews and transporting them to mass graves where they would be shot and buried.

Date	Event	Detail
1942	Final Solution	The Nazi leaders decided that the killing squads were not quick enough and the men started to complain that the mass shootings were affecting them psychologically. Leading Nazis met at Wannsee to decide the Final Solution. A series of death camps were to be set up where Jews would be killed in the gas chambers and then burnt in incinerators.
1945	End of World War Two	6 million Jews have been murdered during the Holocaust.

11. Year 8 History: Persecution

Holocaust: Key terms

Key terms	Definition
Holocaust	Persecution and murder of European Jews during 1933-1945
Einsatzgruppen	Killing squads sent to massacre Jews
Ghetto	Walled off area of a city where Jews were forced to live in horrendous conditions.
Concentration Camp	Camp where people were forced to work long hours with little food and rest. This led to some inmates dying from the conditions in the camp.

Key terms	Definition
Sonderkommando	Work units of Jews that were forced to empty the gas chambers and dispose of the bodies.
Death Camp	Camp where Nazi enemies would be murdered in gas chambers on arrival.
Auschwitz	Death camp in Poland.
Propaganda	Biased information to give only one side. Nazis used this to portray the Jews negatively.

12. Year 8 History: Persecution

Apartheid

Date	Event
1910	The Union of South Africa was formed.
1948	The National Party won the election and brought in white rule (Apartheid) in South Africa.
1952	Nelson Mandela led a campaign of defiance against Apartheid. People refused to follow the segregation laws and many were arrested.
1953	64 Rands was spent on white pupils but just 9 Rands on black pupils.
1959 & 1960	Further demonstrations were held. On one march the police opened fire and 69 people were killed.

Date	Event
1962	Mandela was arrested and sentenced to 27 years in prison.
1976	Soweto uprising by students. Police fire and kill two protestors however students continue to protest into the 1980s.
1989	F.W. de Klerk becomes President and begins to introduce a series of reforms that will eventually lead to the end of Apartheid.
1990	Mandela was released from jail.
1994	South Africa holds its first nationwide ballot. Mandela is elected as President of South Africa, bringing the era of Apartheid to an end.

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13. Year 8 History: Persecution

Apartheid

Key rules during Apartheid
Marriages between whites and blacks was not allowed.
The police had the power to arrest without evidence.
Black pupils were not expected to continue in school beyond primary level.
Public spaces were segregated, for example; cinemas, beaches, buses and toilets.

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14. Year 8 History: Persecution

Cambodian Genocide: Events

Date	Event
1953	Cambodia becomes independent from France.
1969-	Vietnam War bombing
1970	US bombs Cambodia as part of the war. This bombing helps the Khmer Rouge in the civil war.
1975	Pol Pot and the Khmer Rouge come to power in Cambodia

Genocide: The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.

Date	Event
January	Education was banned.
1977	All children eight years and older were sent to re-education camps.
1975-	Genocide in Cambodia
1979	20% of the population is murdered.
1979	Vietnam invades and Pol Pot's rule ends, as does the genocide.

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15. Year 8 History: Persecution

Cambodian Genocide: Pol Pot

Key rules under Pol Pot
'Year Zero' the country was meant to start all over again.
Cities were cleared. People were sent to the countryside to work on farms.
Religion was banned.
Money was banned.
Children were taken from parents and re-educated.
Middle class, teachers, lawyers, doctors and people who spoke a foreign language were all treated as threats and sent to the Killing Fields.

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16. Year 8 History: Persecution

Rwandan Genocide: Events

Date	Event
1894	Germany colonises Rwanda. They favour the Tutsi minority.
1916	Belgium gain Rwanda after WW1. They also gives the Tutsi more power even though they account for around 10% of the population.
1962	Rwanda gains independence from Belgium. The Belgium's leave the Hutu's in charge. Violence breaks out between the different religions.

Date	Event
1990-1994	The Rwandan Patriotic Front (Tutsi) invade Rwanda to try and regain power from the Hutus. A civil war begins, anti-Tutsi propaganda is spread.
6th April 1994	Rwanda's President plane is shot down, the Tutsi are blamed. Hutu militias use this as an excuse to start a Genocide.
April- July 1994	Hutu militias kill 800,000 Tutsi and some Hutus. The killings are carried out by hand using machete and clubs.

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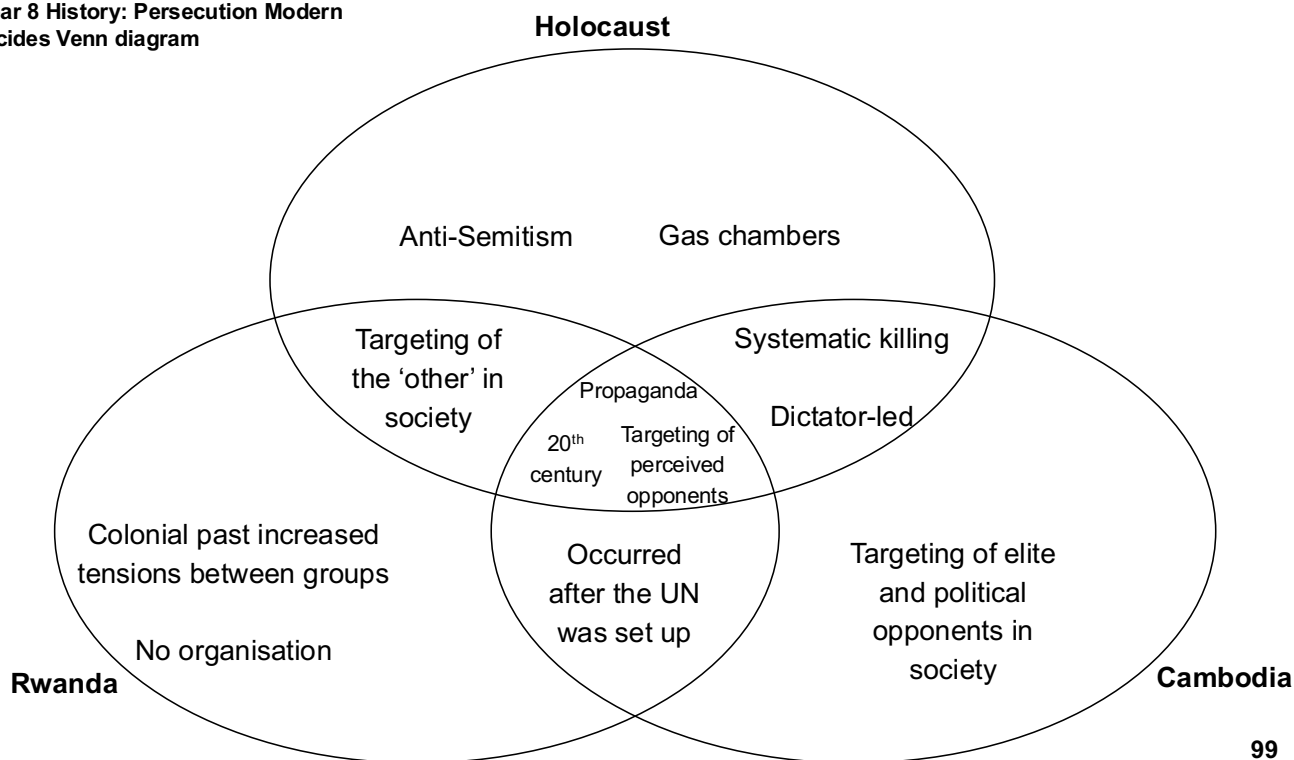
17. Year 8 History: Persecution

Rwandan Genocide: Events and key terms

Date	Event
July 1994	Ten United Nations peacekeepers were killed trying to stop the violence. International governments and the UN failed to stop the killings and did not send any more troops.
July 1994	The Rwandan Patriotic Front continued its advance, gaining control of the country and stopping the genocide.

Key terms	Definition
Hutu	Origins are unclear but it has been used to describe people forming the majority population in Rwanda.
Tutsi	Origins are unclear but it has been used to describe people forming a minority of the population of Rwanda. The main victims of the 1994 Rwandan Genocide.
Genocide	The deliberate killing of a large group of people, especially those of a particular ethnic group or nation.

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Year 8 History

Issues in the Modern World

1. Year 8 History: Issues in the Modern World

Why is there conflict in the Middle East?

Date	Event	Description
1948	May: UN partition plan and start of 1 st Arab-Israeli war	The new state of Israel was created from around 55% of previously Palestinian lands. Neighbouring countries immediately attacked, provoking a war which Israel won.
1956	The Sinai-Suez War	Israel attacked Egypt, supported by Britain and France. Israel won the war. The UN forced them to give back land gained, but UN forces stayed to police the borders, and provide security.

Date	Event	Description
1967	Six Day War	Israel won a quick victory against the combined Arab armies of Egypt, Jordan and Syria. Israel tripled in size as a result, gaining full control of Jerusalem.
1964-80s	PLO terrorist activities	Some Palestinians turned to terrorism because they thought they could not win a war.

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2. Year 8 History: Issues in the Modern World

Why is there conflict in the Middle East?

Date	Event	Description
From 1947	Palestinian refugees	There are believed to be around four million Palestinian refugees living in neighbouring Arab countries and elsewhere, as a result of wars and Israeli occupation.

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3. Year 8 History: Issues in the Modern World

Why is there conflict in the Middle East?

Date	Event	Description
From 1967	Israelis built settlements in Gaza and the West Bank	The land used for settlements now makes up about 40% of the West Bank. The settlements in Gaza were demolished by the Israeli government in 2005, as part of the peace agreements.
1987	First Intifada	Angry, young Palestinians began to throw stones at Israeli settlers and troops. Israel responded by use of force.

Date	Event	Description
1993-95	Oslo Accords	These were peace agreements that created the Palestinian National Authority. Palestinians had finally got back land, but not a state. Some were still angry, and joined Hamas, which continued terrorist activities.

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4. Year 8 History: Issues in the Modern World

Why is there conflict in the Middle East?

Date	Event	Description
2003	Israel began a barrier wall around the settlements to protect their security	The UN has ruled that this wall is illegal because it prevents Palestinians from travelling freely in their lands. Discussions are ongoing.
2011	Palestinians asked the UN for recognition as a state. President Obama said there must be peace talks first.	The USA is threatening to cut off aid to the Palestinian Authority if its leaders continue to make demands.

Date	Event	Description
2017	President Trump recognises Jerusalem as the capital of Israel.	Israel and Palestine both had claims on Jerusalem and most countries used Tel Aviv as Israel's capital.

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5. Year 8 History: Issues in the Modern World

Is the UN pointless?

Institution	Function
General Assembly	All members have a vote.
	Passes the budget.
	Can discuss issues and try to create solutions.
Security Council	15 member, 5 permanent (UK, USA, Russia, China & France).
	Vote on peace keeping missions and use of force by UN members.
	5 permanent members have a veto over all decisions.

Institution	Function
International	To provide legal advice to members.
Court of	To settle any disputes between
Justice	members legally.

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6. Year 8 History: Issues in the Modern World

Is the UN pointless?

Key studies of peace keeping missions	Cote d'Ivoire
Why the UN went?	In 2004 the country was in civil war.
What they did?	6000 peacekeepers were deployed in 2004.
	70,000 combatants were disarmed.
	Peaceful presidential elections could go ahead.
Results	Ivorian armed forces have been trained and strengthened.
	Now one of the fastest growing economies in Africa at 9%

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7. Year 8 History: Issues in the Modern World

Is the UN pointless?

Key studies of peace keeping missions	Liberia
Why the UN went?	Liberia had two civil wars in 1989 and 2003. Half of the population was displaced.
What they did?	Between 2003-2018 over 126,000 peacekeepers were deployed. Disarmed over 100,000 combatants. Ensured that displaced people could return home.
Results	A new Liberia was set up, police and courts were reformed. Liberia's borders became safe and stable.

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8. Year 8 History: Issues in the Modern World

Is the UN pointless?

Successes
The UN has helped more than 34 million refugees, most recently in Syria and Yemen.
Since 1948 the UN has led 71 peace keeping missions to help end conflicts and provide security in countries such as El Salvador, Namibia and Tajikistan.
The UN has encouraged countries to give up nuclear weapons and has been successful in the cases of South Africa and Kazakhstan.
Providing vaccination for 58% of children in the World and helping 30 million pregnant women a year.

Successes
The UN has provided food for 90 million people in over 75 countries.
UNICEF is dedicated to helping children in the World. UNICEF has helped provide nearly 2 billion people with water; immunised 40% of the world's children, helping to save 3 million lives a year ; and has helped reduce the number of deaths of children under five by 50% since 1990.

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9. Year 8 History: Issues in the Modern World

Is the UN pointless?

Failures

Peace keeping in Somalia failed and the country remains a failed state to the present day.

The UN peace keeping force in Rwanda failed to prevent the genocide in 1994. The UN also did nothing to stop the Cambodian genocide.

In Srebrenica in 1995 UN peacekeepers did nothing as 8000 Muslim men and boys were murdered by Bosnian-Serbian forces during the civil war.

The UN has failed to reach a settlement in the dispute between Israel and Palestine.

Failures

After the 2010 earthquake UN aid workers were blamed for spreading cholera which killed more than 10,000 people.

The UN has failed to act to end the war in Yemen largely as the USA is Saudi Arabia's ally and vetoes any proposals put forward.

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10. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

Key question

Details

Name and title	President Donald Trump (since 2017 until 2021)
Country	United States of America
Army	1.3 million soldiers.
Weapons	USA is the only country to have used nuclear weapons on another country (Japan in WW2). The USA has 3 types of weapons of mass destruction: nuclear, chemical and biological

Key question

Details

Actions	Trump's 'Muslim ban' which was in effect from January 2017 to March 2017 stopped the migration of people from majority Muslim countries like Syria and Iran. During the COVID-19 outbreak in 2020, Trump suggested people should inject themselves with disinfectant to kill the disease.
Beliefs	Publicly supported the use of torture on suspected terrorists in America. Trump's Tweets show he thinks climate change is a myth and created by and for the Chinese.

110

11. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

Key question	Details
Name and title	Supreme Leader of North Korea Kim Jong-un (since 2011)
Country	North Korea
Army	950,000 soldiers.
Weapons	20-30 nuclear weapons but has the equipment/ materials to make 20-60 more nuclear weapons. Also has chemical and biological weapons. In 2015, Kim Jong-un suggested North Korea could launch a hydrogen bomb.

Key question	Details
Actions	Kim Jong-un rules North Korea as a dictator- elections are not fair. People who speak against the government are sent to labour camps where millions have died. If someone is found guilty of a crime not only are they punished but also their family members- this is part of the law. Kim Jong-un has ordered the execution of his own government ministers and the assassination of his half-brother. All communication and media is censored by the state.

111

12. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

Key question	Details
Name and title	President Vladimir Putin (1999 to 2008 and then again in 2012-present)
Country	Russia
Army	900,000 active and 2 million reserves.
Weapons	Estimated that Russia has 6,500 nuclear weapons and 39,967 tons of chemical weapons. It is believed that Putin sold materials to North Korea so they could make their own nuclear weapons.

Key question	Details
Actions	People who oppose Putin are imprisoned. Russia is not a member of NATO and Putin has actively worked to discourage countries near Russia from joining NATO. Many believe Putin instructed 2 Russian soldiers to poison ex-Russian spy, Sergei Skripal, and his daughter in Salisbury, England in 2018.
Beliefs	In 2013 a law known as the 'anti-gay law' was approved which banned all homosexual content in the media. The law sparked an increase in violence against people in the LGBTQ+ community in Russia.

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13. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

Key question	Details
Name and title	Xi Jinping President of the People's Republic of China (since 2013)
Country	China
Army	2 million active soldiers and 500,000 reserves.
Weapons	Estimated that China has 260 nuclear weapons. China's nuclear weapons are developing, by the mid-2020s their missiles could threaten the USA. Chinese technology might be being used to spy on people all around the world.

Key question	Details
Actions	Xi Jinping's 'Belt and Road' policy has been criticised for trying to control countries around the world rather than help them. China is very heavily censored- in 2017 Winnie the Pooh was blocked on Chinese social media after Xi Jinping was compared to Winnie the Pooh in a popular meme. Xi Jinping ended the 2-term presidency limit in 2018 which means he can serve as president for as long as he is 'voted' in. Xi Jinping's 're-education camps' have been said to be like concentration camps for Muslims where they are beaten, raped and under surveillance.

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14. Year 8 Issues in the Modern World

Who is/has been the most dangerous leader in the world today?


Key question	Details
Name and title	President Jair Bolsonaro (since 2019)
Country	Brazil
Army	334,500 soldiers and 1 million reserves
Weapons	Brazil has said they do not have any nuclear weapons, but they do they do have the equipment to create nuclear weapons. Plans for nuclear weapons have been found in Brazil but the government deny they have any.


Key question	Details
Actions	Supported Trump's actions of the assassination of Iranian General, Qasem Soleimani, in 2020.
Beliefs	Known as 'Brazil's Trump' in newspapers and the media. He wants to return Brazil to a dictatorship. Supports the cutting down of the rainforest to make room for farms- deforestation increased by 88% in his first month as president. Bolsonaro believes women should not get paid the same as men in the same job because they go on maternity leave. He has made homophobic comments against the LGBTQ+ community.

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15. Year 8 History: Issues in the Modern World

Causes of 9/11 Terror Attacks


Cause	Details
War and violence 	<p>The American government supported Israel in the conflict with Palestine (which is a mainly Muslim country).</p> <p>Al-Qaeda was based in Afghanistan which was a struggling state due to violence between Russian invaders and rebel forces (the Taliban).</p> <p>Since the Gulf War in 1991, there have been American soldiers stationed in Saudi Arabia</p>

Cause	Details
Religion 	<p>Bin Laden, the leader of Al-Qaeda, felt that American culture was a threat to the teachings of Islam.</p> <p>Leaders within Al-Qaeda twisted the message of passages from the Quran to suggest that their jihad (holy war) against Western countries was what Allah wanted.</p> <p>Mecca and Medina (2 very important religious areas for Muslims) are in Saudi Arabia. Having American troops in this holy place led to Bin Laden feeling it was against the Islamic religion.</p>

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16. Year 8 History: Issues in the Modern World

Causes of 9/11 Terror Attacks

Cause	Details
Economic 	<p>After Iraq invaded Kuwait (another country) the United Nations stopped all trading with Iraq as a punishment.</p>

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17. Year 8 History: Issues in the Modern World

Events of 9/11 Terror Attacks

Event	Details
Flight 11	Crashed into the north tower of the World Trade Centre killing many people instantly.
Flight 175	Crashed into the south tower of the World Trade Centre 17 minutes after Flight 11.
Collapse	The fires caused by the crashes melted the floors of the towers creating pressure to build and the floors to collapse. Dust clouds coated New York City.

Event	Details
Rescue	More than 5,000 people were declared missing. 5 survivors were found in 24 hours after the collapse. 412 emergency workers (police, firefighters, ambulance staff) were killed after the building collapsed whilst they were evacuating the building.

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18. Year 8 History: Issues in the Modern World

Events of 9/11 Terror Attacks

Event	Details
Flight 77	Crashed into the west side of the Pentagon. The Pentagon is the headquarters building of the United States Department of Defense.
Flight 93	Hijacked and headed towards Washington DC with the White House or Capitol Building as the target. Passengers heard through their mobile phones about the other plane hijackings. Passengers fought the hijackers and the plane crashed in a field killing those on board.

Event	Details
Death toll	2,977 people died during the 9/11 attacks. This was the biggest terrorist attack on American soil. People called it the second Pearl Harbour.

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19. Year 8 History: Issues in the Modern World

Impact of 9/11 Terror Attacks

Impact	Details
Economic	143,000 people lost their jobs in New York in 1 month. \$2.8 billion worth of wages were lost in the first 3 months. Damage done to the World Trade Centre was \$60 billion. Cleaning up the destruction in New York City cost \$750 million. From 2001-2009 America spent \$778 billion on their war in Afghanistan.



Event	Details
Political	President George W. Bush declared a War on Terror and less than a month after 9/11, U.S. troops invaded Afghanistan in an attempt to destroy Al-Qaeda, the group responsible for the attacks. Countries, including America and the UK, formed the Northern Alliance and sent troops to Afghanistan and took control of the capital- Kabul. Immigration laws became stricter which made it more difficult to move to other countries.



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20. Year 8 History: Issues in the Modern World

Impact of 9/11 Terror Attacks

Impact	Details
Social	Globally there has been an increase in Islamophobia and racism against Muslims. In 2016 the number of assaults against Muslims in America had increase by 50%. 75% of Muslims in America say they suffer from significant discrimination on a daily basis. Further attacks in Bali, Morocco, Spain and London on 7/7 made people more aware of 'suspicious' behaviour or objects (unattended bags) in public.



Impact	Details
Social	Airports around the world have increased their passenger security: full body scans, pat-downs and restrictions on the amount of liquids per passenger have been introduced. Around the world Muslim migrants found getting a job and good housing difficult especially in America and Europe. Many studies show that the wages (income) of Muslims in America have decreased since 9/11.

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22. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Date	Event	Details
1865	Abolition of slavery	President Abraham Lincoln abolishes slavery, through the 13 th Amendment, after his victory in the American Civil War.
1870s	Jim Crow laws	A series of laws were introduced in southern states, they legalised discrimination against black people.
1915	The Ku Klux Klan	A second wave of the Ku Klux Klan was formed; this was a group of extremists who opposed African Americans and many religious groups.

Date	Event	Details
1954	De-segregation of schools	The NAACP (National Association for the Advancement of Coloured People) successfully campaigned for segregated schools to be banned, claiming that it was harmful to black students and unconstitutional. The Supreme Court agreed, and schools were integrated.

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23. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Date	Event	Details
1955	Rosa Parks	Rosa Parks was arrested for refusing to give up her seat for a white person. To support her, many white and African Americans boycotted buses in Montgomery, Alabama. The bus company lost 80% of its profits and was forced to de-segregate its buses.

Date	Event	Details
1957	The Little Rock Nine	After segregation of schools had been abolished, a group of nine black students started at Little Rock High school. But they were faced with angry protesters and federal troops (army) had to escort them into the racially segregated school.

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24. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Date	Event	Details
1963	Martin Luther King Jr's 'I have a dream' speech'	Over 200,000 people came to hear Martin Luther King make his speech – now recognised as one of the most famous speeches in history – and they took part in a peaceful march for Civil Rights in Washington DC.

Date	Event	Details
1964	Civil Rights Act	This law recognised that black Americans lived in poorer housing, had lower paid jobs and less access to healthcare and education. The Act tried to bring equality by making the segregation of public places illegal. Many southern states opposed this law, and many felt it didn't do enough

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25. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Date	Event	Details
1965	The Voting Rights Act	African Americans had been prevented from voting in many southern states through intimidation and 'literacy tests'. This law made these tests illegal and as a result there was a huge increase in African Americans registering to vote.

Date	Event	Details
1992	LA Riots	Riots broke out in Los Angeles after 4 police officers had been found not guilty for using excessive force when arresting Rodney King a black man. Many were enraged as there had been video footage of the police officers beating an unarmed Rodney King which had been broadcast on the news.

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26. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Date	Event	Details
2012	Trayvon Martin shooting	17-year-old Trayvon Martin, an African-American unarmed teenager, was shot by George Zimmerman on the way back from buying sweets from the local shop. His behaviour was seen as 'suspicious' by Zimmerman. Zimmerman was questioned for 5 hours but released by claiming self-defence- he was found not guilty during the trial.

Date	Event	Details
2020	Ahmaud Arbery's shooting	Ahmaud Arbery, a 25-year-old African American man, was shot twice by a shotgun whilst he was out jogging. Gregory McMichael and his son Travis thought Arbery was a burglar. Arbery was killed in February but the McMichaels were only arrested in May.

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27. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

Key Individual	Details
Rosa Parks	Refused to give up her seat on a segregated bus and was arrested. This sparked a statewide boycott of the buses which led to them being de-segregated.
Martin Luther King Jr	Fought for the Civil Rights of African Americans using peaceful methods. Made the famous 'I have a Dream' speech in front of 200,000 people.
Malcolm X	Encouraged African Americans to fight for their Civil Rights using more militant actions.

Keywords	Meaning
De-segregate	African Americans no longer had to have different/separate facilities than white people.
Boycott	To stop using a certain service as an act of protest.
Sit-ins	A form of protest in which demonstrators occupy a place, refusing to leave until their demands are met.
Supreme Court	The highest legal court in America.
Unconstitutional	When the actions of a government is against the rights of its people.

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28. Year 8 History: Issues in the Modern World

Why is China so powerful?

Key Statistics	
Population	1.3 billion (largest in the World)
Army	2.3 million
Economy	2nd in the World (US is 1st)
GDP	7.298 trillion dollars
Growth rate	9%

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Year 8 History

Assessment question structures

4 marks = 5 minutes = 1 paragraph

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1. Year 8 History: Assessment questions structures

PEEL- How to explain

Point What is your opinion?	Evidence Which examples link to your opinion?	Explain What does your evidence show?	Link How does your opinion link or compare to others?
<ul style="list-style-type: none"> • I think... • One way... • A consequence was... • The importance of... • The main cause was... 	<ul style="list-style-type: none"> • For example... • This can be seen through • This is demonstrated by.... • A prime example of this is... • We can see evidence of this when we look at the... • This is reflected in... • This links to the fact... 	<ul style="list-style-type: none"> • This shows us that... • This demonstrates how... • From this we can assume that... • This is significant because... • This embodies/ epitomises/reflects the importance of... • As a result of this... • If this did not happen then... • Therefore, this shows... • This suggests... 	In contrast... <ul style="list-style-type: none"> • Although this was important, it was less important than... because... • However... • Alternatively... • Even though... • This links to...

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Source Analysis

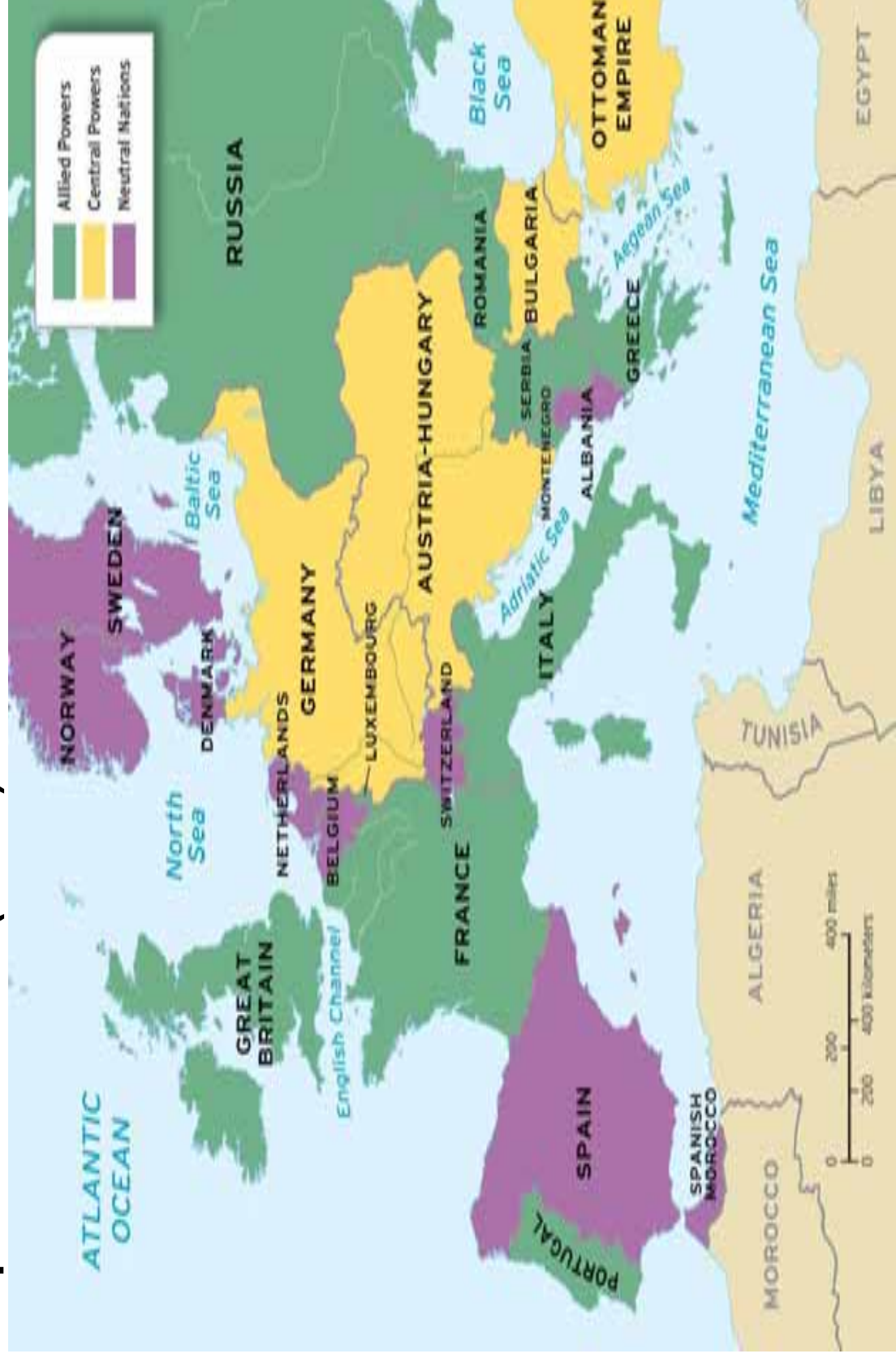
How to analyse a source	Sentence starters
1. What can you see?/What does it say? <ul style="list-style-type: none"> • Describe what you can see if it is an image based source. • Pick out words/phrases from the source which help you work out what it says 	In the source I can see... In the source it says...
2. What does it mean? <ul style="list-style-type: none"> • Explain the main message/meaning of the source. • If it is an image based source, explain what the imagery in the source means/symbolises. 	This means... Therefore, this suggests...
3. What do I know? <ul style="list-style-type: none"> • Explain how the message/meaning of the source links to your own knowledge. 	This links to the fact... I know this to be true because...

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Interpretation Analysis

How to analyse an interpretation	Sentence starters
1. Summarise the interpretation into 1 sentence of your own words.	The interpretation says...
2. Link back to your own knowledge	This links to the fact... I know this to be true because...

Map of Europe before 1914 (WW1)



Map of Europe after 1918 (WW1)



A detailed political map of Europe and surrounding regions. The map shows the following countries and territories:

- Greenland** (Kalaallit Nunaat (Danmark))
- Iceland** (Vatnaland)
- Norway**
- Sweden**
- Finland**
- Poland**
- Czech Republic**
- Slovakia**
- Hungary**
- Romania**
- Bulgaria**
- Greece**
- Turkey**
- Ukraine**
- Belarus**
- Latvia**
- Estonia**
- Lithuania**
- Belgium**
- Netherlands**
- Germany**
- France**
- Italy**
- Spain**
- Portugal**
- United Kingdom**
- Ireland**
- Albania**
- Syria**
- Iran**
- Turkmenistan**
- Uzbekistan**
- Kazakhstan**
- Russia Federation**

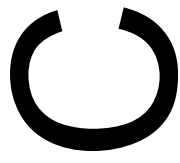
The map also shows major bodies of water: **North Atlantic Ocean**, **Norwegian Sea**, and **Mediterranean Sea**. A watermark **MAPOFEUROPE.COM** is visible in the bottom right corner.

Map of world now



A

B



Year 8 Music Knowledge Organiser

Page 2 – Musical Elements

Page 3 – Dynamics

Page 4 – Tempo

Page 5 – Rhythm

Page 7 – Notation

Page 8 – Pitch

Page 9 – Musical Structure

Page 10- Instruments of the orchestra

Page 12- Blues

Page 14 – Classical Music

Page 16 – Indian Classical Music

Page 17 – Romantic Era – programme music

Page 18 - Popular Song

Page 19 – Computer game music

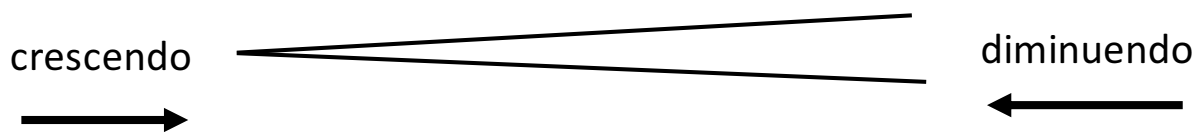
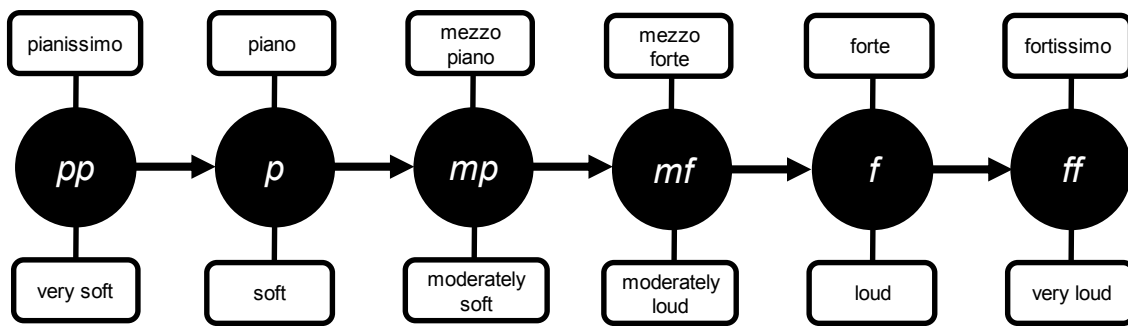
Page 21 – Composing

1

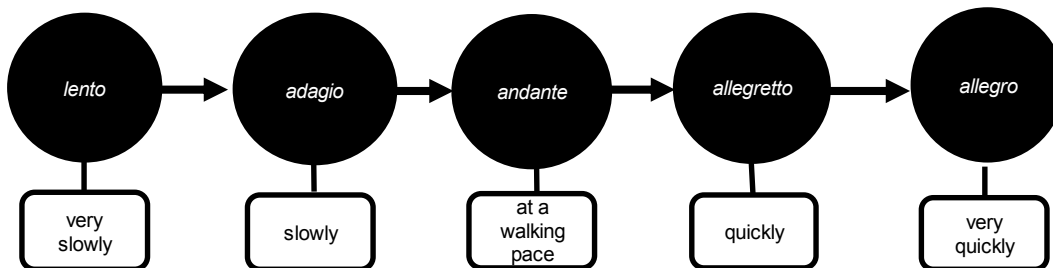
Musical Elements

Keyword	Definition	Example
Pulse	The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.	"the pulse of the music is steady"
Tempo	The speed of the music. Music can change tempo within a piece. We often describe it using Italian words	"the tempo is fast"
Pitch	How high or how low a sound is.	"the music is high"
Dynamics	The Volume of the Music. Music can change dynamics within a piece. We often describe it using Italian words	"the music is quiet and then gets louder"
Structure	Music is divided into sections. The order of these sections create structure. For example verse and chorus/ Binary/Ternary	"the music starts with an 'A' section"
Texture	How the different musical layers combine. A single melody creates a thin sound. Adding more parts/layers creates a thicker sound.	"there are lots of instruments playing lots of different melodies"
Timbre	Each instrument has a unique sound – this individual sound is its timbre. When describing sound first try to describe the instrument and then how it is played	"the flute has a warm timbre when played low down"
Rhythm	Each note can have a long or short duration. Putting different notes together creates a rhythm	"there are lots of crotchet rhythms in this piece"
Melody	The 'tune' of the music – the part we sing along to	"the melody of this song is made up of lots of repeated sections"

Dynamics - volume



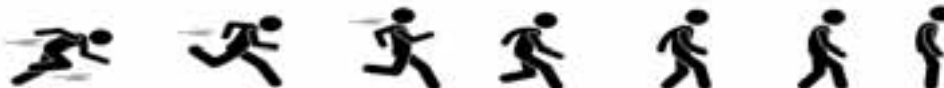
Tempo - speed



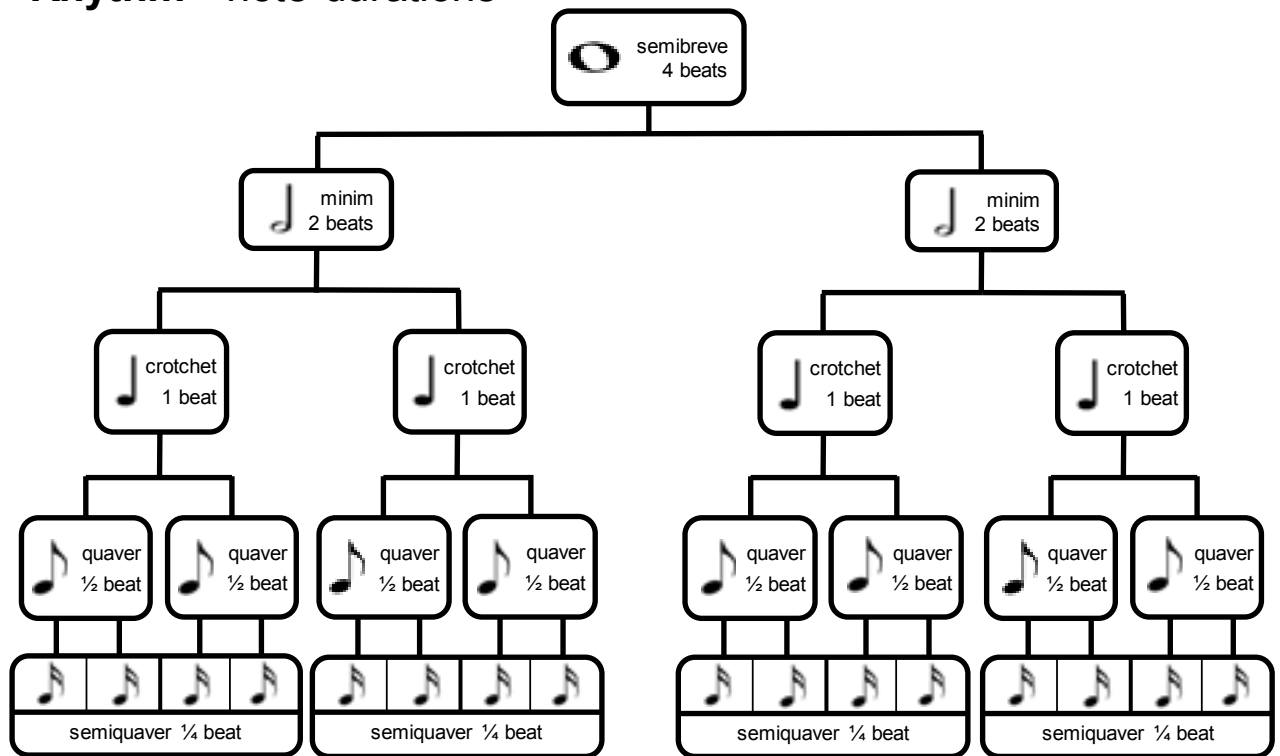
accelerando : getting faster



rallentando: getting slower



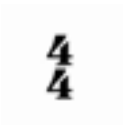
Rhythm - note durations



Rhythm



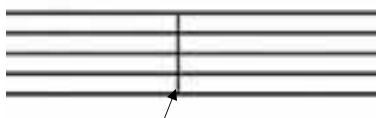
Dotted Minim: 3 Beats



4 Beats in a bar

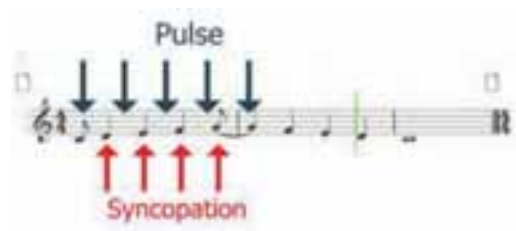


3 Beats in a bar

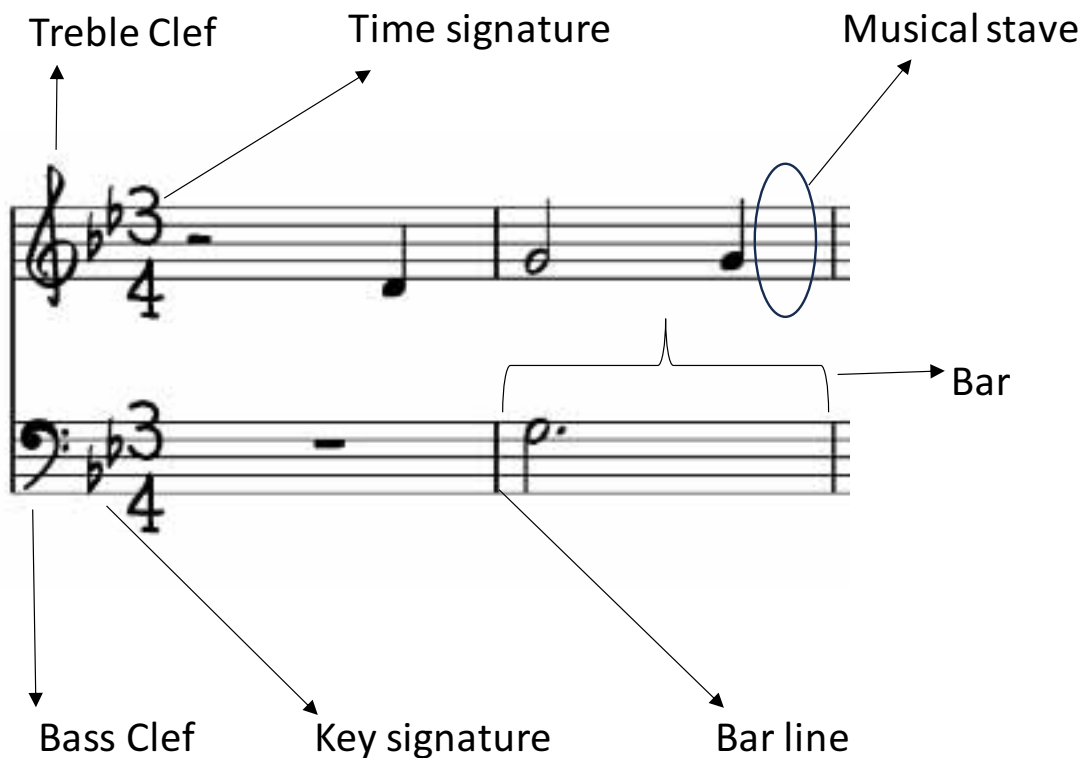


Bar line – this divides up the music: You are allowed so many beats in each bar.

Syncopated Rhythm: playing on the weak beats of the bar (like the offbeat)



Musical Notation



Pitch – how high or low a note is

Treble Clef Notes



Notes on the line: Every Green Bus Drives Fast

Notes in the space: FACE

Bass Clef Notes



Notes on the line Good Burritos Don't Fall Apart

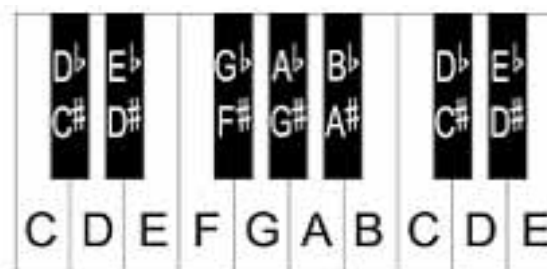
Notes in the space All Cows Eat Grass

Sharp A sharp makes the note higher

b Flat A flat makes the note lower

n Natural A natural cancels out any sharps or flats

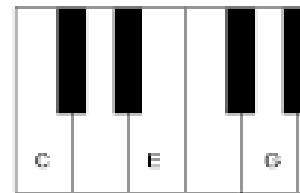
Chromatic Notes that are sharp and flat – but they were not in the key signature – they just appear in the music



Musical Structures

Keyword	Definition
Structure	The way different sections of music are put together
Binary	Two contrasting sections of music which are not repeated later on in the piece:
Ternary	Two contrasting sections of music, where the first section is repeated later on:
Conjunct	A melody that moves up and down in step
Disjunct	A melody that moves up and down by large jumps/leaps
Modulate	To change key in a piece
Chord	More than one note played at the same time: play a note, miss a note, play a note, miss a note, play a note on the keyboard
Major	A 'happy' sounding key
Minor	A 'sad' sounding key

Chord example



Instruments of the Orchestra

Keyword	Definition
Instrument	An object that makes a musical sound
String Family	Violin, Viola, Cello, Double Bass, Harp
Woodwind Family	Flute, Clarinet, Oboe, Saxophone, Bassoon
Percussion Family	Anything you hit or shake: Drum, Glockenspiel, Triangle, Tambourine
Brass Family	Trumpet, Trombone, French Horn, Tuba
Conductor	The person in charge of the Orchestra – leading them from the front
Orchestra	A group of musicians playing together – containing woodwind, strings, brass and percussion

String Family



Violin Viola Cello Double Bass

Woodwind Family



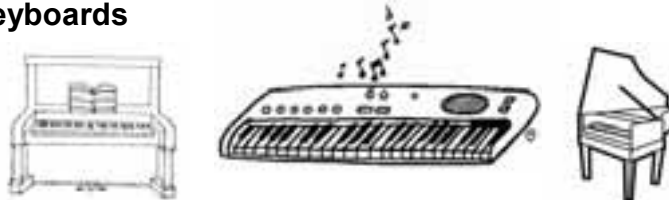
Flute Clarinet Oboe Bassoon Saxophone

Brass Family



Trumpet Trombone French Horn Tuba

Keyboards



Piano Keyboard Harpsichord

Percussion Family



Timpani Glockenspiel (metal) Xylophone (wooden) Triangle Snare Drum Bass Drum Tambourine

11

Blues 1: Keywords

Keyword	Definition
Scat	Using your voice as an instrument in order to sing without lyrics
Syncopation	Off-beat rhythm
Improvisation	Making music up on the spot
Blues Scale	A particular scale (pattern) of notes used in Blues music
Blue Note	A flattened note on the 3 rd or 7 th of the scale
12 Bar Blues	The chord structure used in Blues music
Chord	Two or more notes played at the same time in one part
Walking Bass	A Bassline that moves at a moderate pace usually stepwise up or down the scale
Call and Response	A song style in which the leader sings a call and the rest of the group responds

Keyword	Definition
Work Song	A song that was sung by slaves in order to promote faster work
Spirituals	Songs sung by slaves with themes of yearning for freedom, to be lifted out of suffering and the belief that a higher power will help a person persevere in tough times.
Ostinato	A repeated pattern – usually a rhythm or bassline
Slave	Someone 'owned' by someone else: often forced to work against their will for little/no money
Swing Rhythm	The first bit of the beat is longer as it steals time from the second bit to give the music a swinging feel.

Blues 2

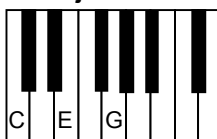
12 Bar Blues Chord Sequence in C

C	C	C	C
F	F	C	C
G	F	C	C

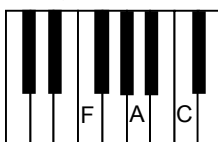
I	I	I	I
IV	IV	I	I
V	IV	I	I

I	Chord 1
IV	Chord 4
V	Chord 5

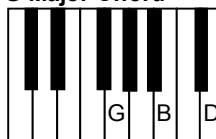
C Major Chord



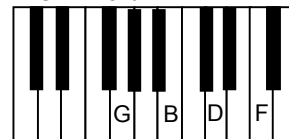
F Major Chord



G Major Chord



G7 Chord



Instruments in the Blues

Violin



Piano



Trumpet



Double Bass



Saxophone



Banjo



Electric Guitar



Acoustic Guitar



Harmonica



Bass Guitar



The Classical Era: 1750-1810

Keyword	Definition
Concerto	Solo instrument plus an orchestra
Symphony	Played by a full orchestra
Sonata	Piece for solo instrument (either solo piano or solo instrument with piano accompaniment)
Cadence	Mark the end of a phrase
Perfect Cadence	The music sounds 'finished': Chord V – Chord I
Imperfect Cadence	The music doesn't sound quite 'finished': The phrase ends on chord V
Interrupted Cadence	The music sounds definitely not finished – like its been stopped midway – Ends on chord VI
Diatonic Harmony	Harmony (chords) that belong to the key
Chromatic Notes	Notes that do not belong to the Key

Keyword	Definition
Major	A more 'happy' sounding key
Minor	A more 'sad' sounding key
Phrase	Short section of music where the melody seems naturally to fall. Sometimes this is 4 bars, but shorter and longer phrases occur. Sometimes a phrase may be contained within one breath
Homophonic Texture	A type of texture: Where all the parts move in block chords
Homophonic Texture: Melody plus accompaniment	A type of texture: Where there is one melody with a simple accompaniment
Polyphonic Texture	A type of texture where there are lots of interweaving melodies

The Classical Era: 1750-1810

Family	Instruments
String Family	Violin, Viola, Cello, Double Bass, Harp
Woodwind Family	Flute, Oboe, Bassoon,
Percussion Family	Timpani, Triangle, Bass Drum, Snare Drum
Brass Family	Trumpet, Trombone, French Horn, Tuba
Conductor	The person in charge of the Orchestra – leading them from the front

Facts
Important Composers: Beethoven, Mozart, Haydn
Classical melodies have a clear and simple structure – often with balanced phrases
Balanced Phrases are where the music sounds like there is a question and then an answer
Classical texture is often homophonic – melody plus accompaniment
Tempo in classical music will rarely change – one speed throughout
Harmony in classical music is normally diatonic (this means there are not too many surprising notes and chords)

Classical Music from North India

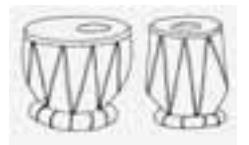
Facts
Music is based on ragas (special types of scales)
A piece of Indian Classical Music is also called a Raga
Indian Ragas are often improvised
A raga has 4 sections: The Alap, The Jhor, The Jhala, The Gat or Bandish

Keyword	Definition
Raga	A set of notes (between 5 and 8) – like a scale
Sitar	Stringed instrument – often plays the melody
Tabla	The rhythm is played on the tabla
Tala	The rhythm of the raga – a set pattern of beats
Tambura	An instrument that plays the accompaniment – sounds a bit like a drone
Drone	A long, held on sound
Alap	Opening section of music where the sitar player improvises freely with no pulse. The Tambura plays a drone

Sitar



Tabla



Tambura



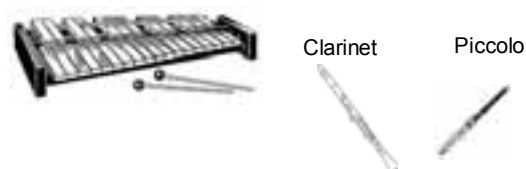
Programme Music: From the Romantic era 1810 - 1900

Keyword	Definition
Programme Music	Music that that is intended to evoke images or convey the impression of events
Motif	A recurring theme or idea
Pedal Note	A note that is held down or repeated over and over again
Cluster Chord	Several notes played together as a chord deliberately designed to make a “clashing” dissonant sound
Ascending Melody	Notes get higher in pitch
Descending Melody	Notes get lower in pitch
Conjunct Melody	Melody moves in step
Disjunct Melody	Melody jumps around – does not move in step
Major Tonality	The music sounds ‘happy’

Keyword	Definition
Minor Tonality	The Music sounds ‘sad’
Chromatic	Notes that are sharpened or flattened and do not belong to the key- often used for expressive purposes
Thick Texture	The music sounds ‘big’ and ‘busy’ – lots of instruments playing different things
Thin Texture	There is only one thing happening in the music - even if there are lots of instruments playing
Important Composers	Chopin, Saens Sans, Rachmaninov, Tchaikovsky

New instruments were added in this era

Glockenspiel (metal) Xylophone (wooden)



Popular Song

Keyword	Definition
Verse	A part of the song that tells the story and has different words but the same melody each time it is heard
Chorus	A part of the song that is repeated with the same words and melody each time it is heard
Middle 8	A section in the middle of the song that is usually 8 or 16 bars long and introduces a different melody. It can also be instrumental.
Introduction	A short section of music which opens the song and sets the tone and speed which are to follow
Outro	The section of the song that allows it to fade or end in style
Pre-Chorus/Bridge	A short section which connects the verse and the chorus
Hook	A short riff or passage near the beginning of the song designed to capture the ear of the listener

Keyword	Definition
Lyricist	The person responsible for writing the lyrics (words) to the song
Chord Sequence	The repeated chords that you find in a song – lots of songs use the same 4 chords over and over again
Loops	A pre recorded sample that can be repeated over and over again
Sample	A piece of pre-recorded sound used in a song
Cover	Taking an existing song and making it your own – doing it your way
Acapella	Singing with no accompaniment

Computer Game Music

Keyword	Definition
Sound Effect	An artificially created or enhanced sound used to emphasize certain actions within computer and video games often performed on certain CUES.
Ground Theme	A name given to the music often heard over a computer or video game’s “main menu” – the theme by which a computer or video game is often most well known from and may continue throughout the entire gameplay often as ‘background music’.
Character Theme/Motif	Describes the music which is associated with a particular character within a computer or video game and may be manipulated, varied and adapted depending different situations, atmospheres and scenarios that the character finds themselves in within a computer or video game. .
Decision Motif	A name given to a point within a computer or video game when the player has to make a decision – often accompanied by a short piece of memorable music or series of sound effects.

Computer Game Music

Keyword	Definition
Jumping Bass Line	Bass lines often move by leap (DISJUNCT MOVEMENT) in much music from computer and video games, leaving ‘gaps’ between the notes.
Staccato	An ARTICULATION marking where notes are performed sharply and detached from each other to create a ‘spiky’ feel – common in much computer and video game music and shown by the musical symbol of a dot. CHROMATIC
Syncopation	Accenting the weaker beats of the bar to give an “offbeat” or ‘jumpy’ feel to the music.
Soundtrack	Computer or video game music scores. Also, the name given to an album of music taken from a computer or video game sold commercially or performed on radio stations or in live concerts.
Cues	A point within a computer or video game knowing when a significant event is about to occur – often accompanied by music or a sound effect.
Loops	A pre recorded sample that can be repeated over and over again
Sample	A piece of pre-recorded sound used in a song

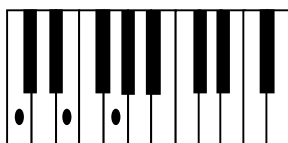
Composing

Try to choose chords from the same key: Below are chords in C major and A minor

Chords in A Major	Chords in Aminor
C: CEG	Am: ACE
Dm: DFA	Bm: BDF
F: FAC	Dm: DFA
G: GBD	Em: EGB or E: EG#B
Am: ACE	F: FAC

Whatever notes you use in the chord then try to use these for the melody

E.g. C Chord uses C, E, G – so when creating a melody make C, E or G your most important notes



Include Passing Notes to make it more interesting (these are notes that do not belong to the chord but that help you pass from one to the next e.g. C **D** E **F** G)



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

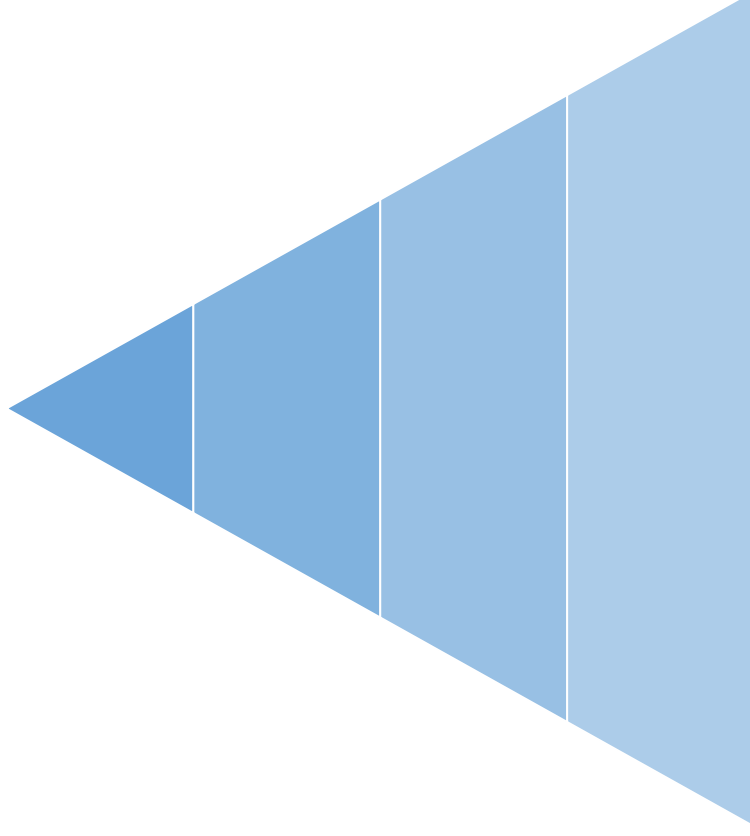
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME:	CLASS:
TOPIC:	

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- | | | |
|-------------|-------------|------------|
| State... | Explain... | Suggest... |
| Describe... | Evaluate... | Compare... |



INDEPENDENCE: BOXING UP

NAME:	CLASS:
TOPIC:	

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:
Almost there: 3 things I understand better now:
I've got these: 3 things I already knew:



INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME: _____ CLASS: _____

TOPIC: _____

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

