Year 9 Knowledge Book 2025-2026 Options

Saint Benedict
A Catholic Voluntary Academy

Love, Belief, Integrity, Knowledge

Saint Benedict
Catholic Voluntary Academy

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
- 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:

....

BE WHO GOD MEANT YOU TO BE
AND YOU WILL SET THE WORLD ON FIRE
ST CATHERINE OF SIENA

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

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.

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

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.

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 thou ghts, 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

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.

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) willing 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

Study Skills – Ways to **learn and remember**

Spacing

Complete a self quiz of the information you want to learn

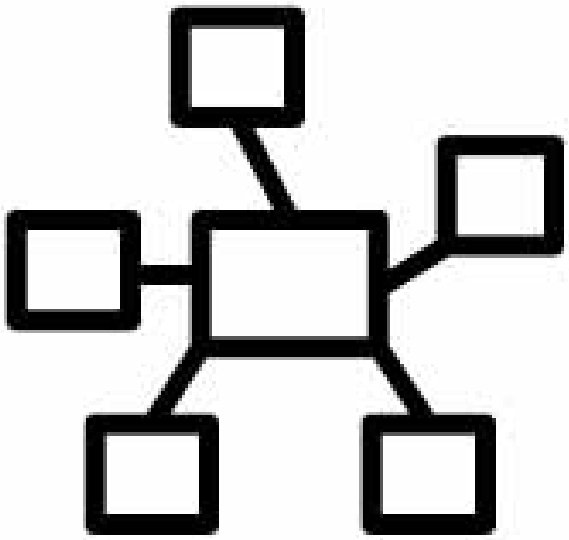
Wait for a day or 2 (depending on the deadline)

Repeat the self quiz.

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

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

Study Skills – Ways to **learn and remember**

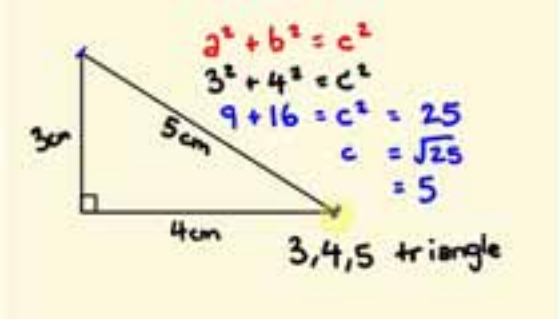
Concrete Examples

A concrete example is an clear example of an abstract idea

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



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

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

YEAR 9
ART & DESIGN
KNOWLEDGE ORGANISER

FORMAL ELEMENTS

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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

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

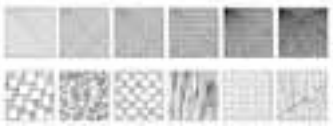
Line is a mark left by a moving point e.g. a pencil, or paint on a paintbrush. It can take many forms e.g. horizontal, diagonal, or curved.

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

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

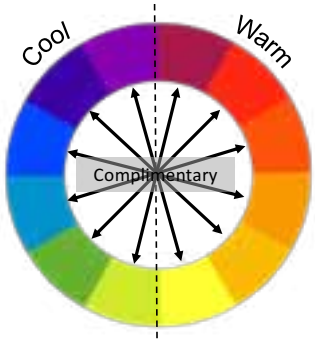
Tertiary Colours

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

DESIGN PRINCIPLES

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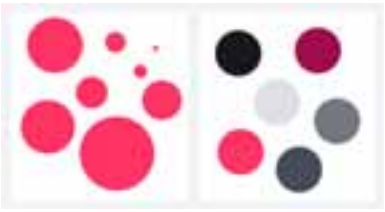
Page 7	Unity/Variety, Balance & Contrast
Page 8	Scale/Proportion, Repetition & Emphasis

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 stad out from each other.

Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout

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

WRITING ABOUT ART

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Page 12	Writing About Art – Beyond & Bigger Picture
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, stilllifes, 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 tress 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.

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.

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…

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…

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.

ART & DESIGN – VOCABULARY

WORDS TO DESCRIBE ART

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

IDENTITY

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YEAR 9 - IDENTITY

BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme identity.

You will begin by learning how to create portraits using various drawing techniques using pencil, pen, and colouring pencils.

You will focus on developing skills in representing tone, facial features and proportion.

You will also develop skills using paint, collage, photography and mixed media.

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

We will explore our own identities in order to produce our own individual pieces of work

ARTISTS WHO EXPLORE THE THEME IDENTITY

Fida Kahlo

Brno Del Zou

Dawoud Bey Class

Kehinde Wiley

Ed Fairburn

Erin Case

PLACES TO VISIT	
Derby Museum & Art Gallery	Nottingham Contemporary
The Quad	IKON Gallery
Castle Fine Art	Wolverhampton Art Gallery
Whitewall Galleries	Tate Liverpool
Chatsworth House	Manchester Art Gallery

WEBSITES TO VISIT

www.npg.org.uk/
www.saatchigallery.com/
www.tate.org.uk
www.artsandculture.google.com
www.nationalgallery.org.uk
www.moma.org

YEAR 9 - INDENTITY

KEYWORDS	DEFINITIONS
Portrait	A **portrait** is a representation of a particular person. A self-**portrait** is a **portrait** of the artist by the artist.
Identity	Who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that **define** you.
Personality	The combination of characteristics or qualities that form an individual's distinctive character.
Citizenship	The position or status of being a citizen of a particular country.
Ethnicity	The fact or state of belonging to a social group that has a common national or cultural tradition.
Nationality	The status of belonging to a particular nation. The **nationality** of a person is the place of birth; basically, it's an ethnic and racial concept.
Culture	The ideas, customs, and social behaviour of a particular people or society.

KEYWORDS	DEFINITIONS
Heritage	**Heritage** is a person's unique, inherited sense of family identity: the values, traditions, culture, and artifacts handed down by previous generations
Ancestor	a person, typically one more remote than a grandparent, from whom one is descended.
Individuality	The quality or character of a particular person or thing that distinguishes them from others of the same kind, especially when strongly marked.
Characteristic	A feature or quality belonging typically to a person, and serves to identify them, this could be a physical or non physical attribute.
Features	A distinctive attribute or aspect of something.
Expression	A look on someone's face that conveys a particular emotion
Proportion	Proportion refers to the dimensions of a composition and relationships between height, width and depth.

YEAR 9 – IDENTITY – BRNO DEL ZOU

BRNO DEL ZOU

Brno Del Zou is a musician, photographer, sculptor, videographer, software designer, creator of video / sound / interactive installations. After a doctorate in theoretical mechanics (1990), a teaching and research position in information and communication at the University of Poitiers (1994-2006), the creation and management of a university research laboratory on mediated learning, Brno Del Zou now devotes himself exclusively to his artistic productions.

His portraits and bodies, in “Photo-sculptures” or video animations, have toured the planet and inspired many artists. Some of his creations have been presented at the Quai Branly Museum, at the Palais de Tokyo, at international exhibitions. From his creative process, the artist writes: “In the manner of the first cubists, a body, a face, or even a landscape, can be represented from different points of view both on the same plane space. For my part, I add a “thick” compared to the canvas of painters. But the process is the same, I am as faithful, perhaps even more, to the subject photographed by representing it from different angles, different scales, than by using the unique point of view of classical photography”. Brno Del Zou proceed from the same process of fragmentation and reconstruction as his plastic works. In the third dimension of his photo-sculptures – the depth – is substituted that of time. Brno’s work its evident that the idea of identity and expression is clearly shown, ashore the story behind it could be that Brno is trying to explain that our mind can be our biggest challenge we face daily.

KEYWORDS

Identity	Contrast	Cubist
Fragmented	Monochrome	Viewpoints
Deconstructed	Distorted	Variety
Reconstructed	Photography	Contemporary
Layered	Prints	Geometric
	Photo-sculptures	Repetition

YEAR 9 – IDENTITY – KEHINDE WILEY

KEHINDE WILEY

Kehinde Wiley is a painter best known for his naturalistic portraits of African American men in heroic poses. Born in Los Angeles, CA, he earned his BFA from the San Francisco Art Institute and his MFA from the Yale University School of Art. Wiley was the first black artist to paint an official portrait of the president.

Kehinde Wiley's series 'A New Republic', raises questions about race, gender, and the politics of representation by portraying contemporary African American men and women using the conventions of traditional European portraiture.

Wiley's portraits of everyday men and women are based on specific paintings by Old Masters, replacing the European aristocrats depicted in those paintings with contemporary black subjects, drawing attention to the absence of African Americans from historical and cultural narratives. The subjects in Wiley's paintings often wear sneakers, hoodies, and baseball caps, gear associated with hip-hop culture, and are set against contrasting ornate decorative backgrounds that evoke earlier eras and a range of cultures. Through the process of "street casting," Wiley invites individuals, often strangers he encounters on the street, to sit for portraits. In this collaborative process, the model chooses a reproduction of a painting from a book and re-enacts the pose of the painting's figure. By inviting the subjects to select a work of art, Wiley gives them a measure of control over the way they're portrayed.

KEYWORDS

Identity	Contrasting	Ornate
Race	Floral	Expressive
Gender	Pattern	Distinctive
Politics	Painting	Contemporary
Decorative	Colourful	Evocative
	Vibrant	Reproduction

YEAR 9 – IDENTITY – ED FAIRBURN

ED FAIRBURN

Born November 15th 1989 in Southampton, England, Ed Fairburn graduated from Cardiff School of Art and Design in 2012. Ed Fairburn creates commissioned work, for both private and commercial clients.

In an age of smartphones, the art of reading a map is slowly being forgotten, but the Dorset-based artist reimagines maps, blueprints and star charts as canvases for his detailed portraits.

Ed Fairburn manipulates paper maps to construct other forms, usually portraiture. He calls this process topopointillism; a direct combination of topography and pointillism. Using traditional materials such as ink, paint and pencil, he makes gradual changes to the contours, roads and other patterns found in cartography. These changes allow him to tease out the human form, resulting in a comfortable coexistence of figure and landscape. He aims to preserve the functionality of each map by feeding the composition instead of fighting it – He often spend hours studying the terrain before he begins any physical processes.

Ed Fairburn is interested in the degree of subtlety behind each synchronisation, and the way in which a completed map behaves more like a portrait when viewed from further away – it's almost paradoxical that a portrait should lose detail when examined closely.

KEYWORDS

Maps	Ink	Human Form
Blueprints	Paint	Functionality
Roads	Pencil	Layered
Rivers	Gradual	Patterns
Manipulate	Contours	Line
	Drawing	Tone

CONFLICT

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YEAR 9 - CONFLICT

BRIEF OVERVIEW OF TOPIC

In this project you will begin by exploring the theme conflict. We will look at various types of conflict, past and present, and look at how artists have responded.

You will conduct research and create a mind map, before beginning to study a variety of documentary photographers images. We will explore a current conflict and consider ways in which we can respond to it as artists, we will look at how we can convey messages within our work by applying various artists techniques.

You will work in a range of media to present your own ideas and responses that conveys a meaningful message.

You will learn a variety of drawing techniques, as well as collage, stencilling and painting techniques. You will also explore the art of contrast and juxtaposition of objects, imagery and materials.

ARTISTS WHO RESPOND TO CONFLICT

Guy Catling

Banksy

Pablo Picasso

Imranovi

Shepard Fairey

PLACES TO VISIT

National Memorial Arboretum
Derby War Memorial
War Memorial Museum
Derby War Memorial Garden
Imperial War Museum London (Virtual Tours)

WEBSITES TO VISIT

www.britishlegion.org.uk
www.theholocaustexplained.org/
www.un.org/en/
www.redcross.org.uk
www.artsandculture.google.com/project/street-art

YEAR 9 - CONFLICT

KEYWORDS	DEFINITIONS
Conflict	A conflict is a struggle between people which may be physical, or between conflicting ideas. Conflicts can either be within one person, or they can involve several people or groups. Conflicts arise because there are needs, values or ideas that are seen to be different, and there is no means to reconcile the dispute.
Violence	A behaviour involving physical force intended to hurt, damage, or kill someone or something.
Peace	A state or period in which there is no war or a war has ended.
Aggression	Feelings of anger or antipathy resulting in hostile or violent behaviour; readiness to attack or confront.
Reconciliation	The restoration of friendly relations.
Protests	a statement or action expressing disapproval of or objection to something.
Riot	a violent disturbance of the peace by a crowd

KEYWORDS	DEFINITIONS
Holy War	a war declared or waged in support of a religious cause.
Civil War	A war between citizens of the same country.
Just War	A war that is deemed to be morally or theologically justifiable.
United Nations	The **United Nations** is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.
Leaders	People who lead or command groups, organizations, or countries.
Politics	The activities associated with the governance of a country or area, especially the debate between parties having power.

YEAR 9 – CONFLICT – GUY CATLING

GUY CATLING

Guy Catling is a graphic designer from the UK. He works with a variety of different mediums, including collage, photography, fashion and illustration. He has always had an interest in creating from a very young age and through many years of trial and error, he feels that he has established a style that is organic and from the heart. His clients vary from Urban Outfitters to Liberty of London.

Studying at University enabled him to gain a BA Hons in Graphic Design, which helped him to refine his skills and develop new interests in a variety of styles. This experience provided the foundations from which he built upon as a creative designer.

Guy Catlings workflow is heavily influenced by what he draws from his surroundings, which is how his style has evolved into what it is today. Whether he's immersed in architecture, the natural environment, pop culture, music or fashion, he is always observing, reflecting and growing as a designer. In particular, he finds nature and pattern a fascinating source of inspiration. Commenting on issues like war, terrorism and male dominance, Catling gives these photos a brighter, more cheerful take on their content and their history. With their floral appearance, these botches freshen up the images and their characters and add a lot of fun in them. The hippie notion of replacing guns with flowers is the main theme of these photos, in which the added details make even the shadiest character look like a lovely person.

KEYWORDS

War	Collage	Detail
Terrorism	Juxtaposition	Space
Male Dominance	Pattern	Selection
Monochrome	Floral	Composition
Photography	Irony	Landscape
	Contradiction	Historical

YEAR 9 – CONFLICT – SHEPARD FAIREY

SHEPARD FAIREY

Shepard Fairey is an American graphic artist and social activist who is part of the Street Art movement along with other artists including Banksy and Mr.Brainwash.

Fairey blurs the boundary between traditional and commercial art through type and image, communicating his brand of social critique via prints, murals, stickers, and posters in public spaces. “Art is not always meant to be decorative or soothing, in fact, it can create uncomfortable conversations and stimulate uncomfortable emotions,” he stated. Born on February 15, 1970 in Charleston, South Carolina, Fairey graduated from the Rhode Island School of Design in 1992 where he earned his Bachelor of Arts in illustration. In 1989 Fairey created the André the Giant Has a Posse sticker campaign, featuring a stylized image of the wrestler André the Giant. This project was the foundation for his seminal Obey series, which helped to push Fairey into the public spotlight. The artist is perhaps best known for his Hope (2008) campaign, which portrays a portrait of then-presidential candidate Barack Obama, in red, white, and blue. In 2017, the artist created a series of three posters— featuring portraits of culturally diverse women, again using a red, white, and blue colour scheme—in response to the xenophobic rhetoric of President-elect Donald Trump. Fairey currently lives and works in Los Angeles, CA. His works are included in the collections of the Smithsonian in Washington, D.C., the Los Angeles County Museum of Art, and the Victoria and Albert Museum in London.

KEYWORDS		
Street Art	Stencil	Provocative
Murals	Mixed Media	Political
Stickers	Collage	Challenging
Posters	Pattern	Equality
Prints	Spray Paints	Diversity
	Controversial	Agenda

YEAR 9 – CONFLICT – BANKSY

BANKSY

Banksy is an anonymous British graffiti artist known for his acerbic and antiauthoritarian art, often done in public places. Although he is particularly known for his stencilled art featuring policemen and rats, over the years he has extended his practice to include installation and performance. Banksy’s art often appears unexpectedly, and it typically causes a flurry of media attention. He generally claims the work on social media after it has been spotted. Though Banksy’s identity was well guarded, he came to notice as a freehand graffiti artist in 1993. Using stencils since 2000 to enhance his speed, he developed a distinctive iconography of highly recognizable images, such as rats and policemen, that communicated his antiauthoritarian message. With wry wit and stealth, Banksy merged graffiti art with installation and performance. In the 2003 exhibition “Turf War,” he painted on the bodies of live pigs. At his “Crude Oils” exhibition in London in 2005, which featured altered replicas of the works of Claude Monet, Vincent van Gogh, and Edward Hopper, he released 200 live rats in the gallery. In 2005 Banksy, fully disguised, installed his own works on the walls of major museums in New York City and London, including the Metropolitan Museum of Art and Tate Britain.
In 2005 Banksy painted a wall on the Palestinian side of the West Bank: on the viewer’s side, children play on a forlorn patch of earth, while through an apparent hole in the wall there is a scene of a perfect tropical beach. Banksy described himself as a “quality vandal,” challenging the authority of political and art institutions on both the right and the left.

KEYWORDS		
Street Art	Stencil	Provocative
Murals	Mixed Media	Political
Secretive	Public	Challenging
Anonymous	Freehand	Equality
Prints	Spray Paints	Diversity
	Controversial	Agenda

ART HISTORY

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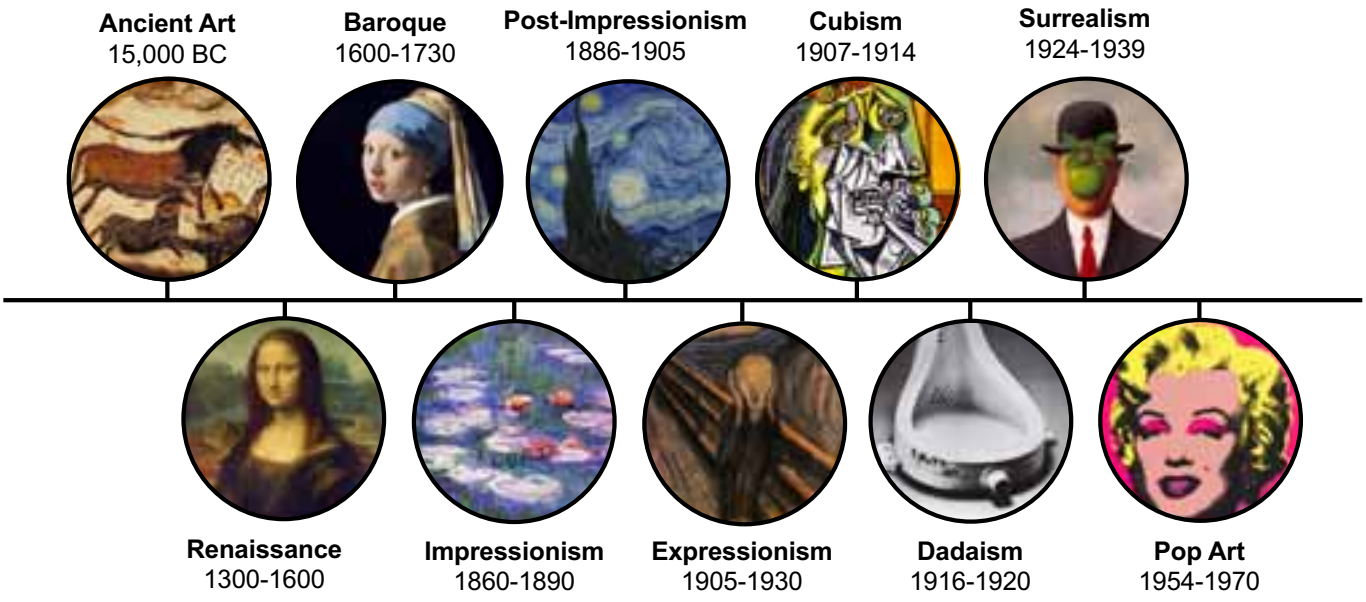
ART HISTORY – WESTERN ART TIMELINE



ART HISTORY – SURREALISM

A twentieth-century literary, philosophical and artistic movement that explored the workings of the mind, championing the irrational, the poetic and the revolutionary.

FAMOUS SURREALIST ARTISTS

Salvador Dali
The Temptation of St Anthony1946

René Magritte
Son of Man
1964

Max Ernst
The Triumph of Surrealism
1937

Man Ray
A l'heure de l'observatoire: les amoureux1970

Yves Tanguy
My Life, White and Black 1944

Giorgio de Chirico
The Song of Love
1914

SURREALISM IN DETAIL

Unlike other creative movements, which can be characterized by themes of imagery, colour choices, or techniques, defining Surrealist art is slightly harder to do.

Surrealist artists seek to explore the unconscious mind as a way of creating art, resulting in dreamlike, sometimes bizarre imagery across endless mediums. The core of Surrealism is a focus on illustrating the mind's deepest thoughts automatically when they surface. This thought process for creating art known as "automatism." Many surrealist artists used automatic drawing or writing to unlock ideas and images from their unconscious minds, and others sought to depict dream worlds or hidden psychological tensions.

Over the years, Surrealism has resulted in a fascinating collection of artwork ranging from mythical landscapes, to obscure sculpture arrangements, to intriguing depictions of people and animals.

While 'surreal' is often used loosely to mean simply 'strange' or 'dreamlike', it is not to be confused with 'surrealist' which describes a substantial connection with the philosophy and manifestations of the surrealist movement.

ART HISTORY – SURREALISM

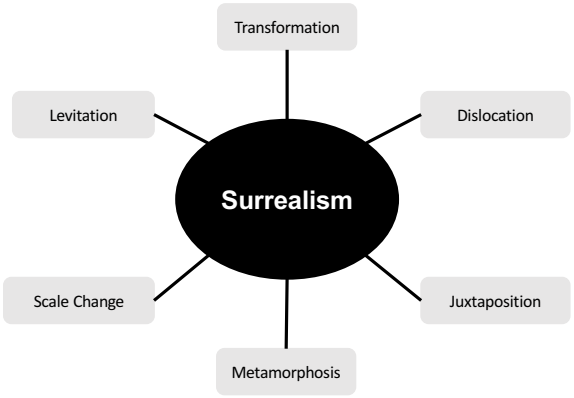
WHAT INSPIRED THE SURREALIST STYLE?

The poet Guilliame Apollinaire first devised the term "Surreal" in reference to the idea of an independent reality, existing "beneath" our conscious reality.

But the Surrealist movement initially surfaced in 1924 when French poet André Breton published his "Manifesto of Surrealism," influenced by the theories and writings on the unconscious mind by psychologist Sigmund Freud, the ground-breaking studies of Carl Jung, and the early 20th-century Dada movement.

While Surrealism started as a literary movement in the prose and poetry of Breton and others, visual artists such as Giorgio de Chirico, Pablo Picasso, Francis Picabia, and Marcel Duchamp embraced Surrealism and were recognized in Breton's 1925 publication, "La Révolution Surréaliste." Early Surrealists challenged the constraints of consciousness and rationality in order to liberate the unconscious mind—a "superior reality."

Throughout the 1920s, visual artists continued exploring Surrealist concepts in art, seeking complete creative freedom. The first-ever Surrealism exhibition, titled "La Peinture Surrealiste," took place in 1925 at the Galerie Pierre in Paris, firmly establishing the visual component of the movement.



ART HISTORY – SURREALISM

KEYWORDS	DEFINITIONS
Surrealism	a 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind
Juxtaposition	In visual arts, juxtaposition involves making the ordinary look extraordinary and represents one of the essential techniques in the Surrealism art movement. It is the placement of objects side by side that wouldn't ordinarily be together.
Conscious	The conscious mind involves all of the things that you are currently aware of and thinking about. It is somewhat akin to short-term memory and is limited in terms of capacity. Your awareness of yourself and the world around you are part of your consciousness.
Unconscious	The unconscious mind (or the unconscious) consists of the processes in the mind which occur automatically and are not available to introspection and include thought processes, memories, interests and motivations.

KEYWORDS	DEFINITIONS
Transformation	When someone or something changes in form or shape or appearance. Turning something familiar to unusual or strange.
Dislocation	Placing a familiar object into an unfamiliar setting. You would not expect to find a lobster sitting on a phone. Dislocation is often used with scale change.
Exquisite Corpse	a collaborative drawing approach first used by surrealist artists to create bizarre and intuitive drawings
Collaboration	A position or perspective from which something is seen.
Metamorphosis	When someone or something changes completely in form or state.
Levitation	An object appears to float or fly that could not in real life
Scale Change	Drastically altering an objects scale to intrigue or mystify us rather than to clarify the focal point.

ART HISTORY – SURREALISM – SALVADOR DALI

SALVADOR DALI 11 May 1904 – 23 January 23 1989

Salvador Dali was born in Figueres, Spain on May 11, 1904. Growing up he enjoyed drawing and he often got into trouble for daydreaming in school. Salvador began drawing and painting while he was still young. He painted outdoor scenes such as sailboats and houses. He also painted portraits. Even as a teenager he experimented with modern painting styles such as Impressionism. When he turned seventeen he moved to Madrid, Spain to study at the Academy of Fine Arts. Dali lived a wild life while at the academy. He hung out with a radical group of artists and got into trouble often. When he was close to graduation he was expelled for causing problems with the teachers. Not long after that, he was imprisoned for a short time for supposedly opposing the dictatorship of Spain.

Salvador continued to experiment and study different kinds of art. He explored classic art, Cubism, Dadaism, and other avant-garde painters. Eventually he became interested in Surrealism through artists such as Rene Magritte and Joan Miro. From this point he would concentrate much of his work on Surrealism and become one of the preeminent artists of the Surrealist movement. In 1931 Salvador Dali painted what would become his most famous painting and perhaps the most famous painting of the Surrealist movement. It is titled The Persistence of Memory. The scene is a normal looking desert landscape, but it is covered with melting watches.

ART HISTORY – SURREALISM – RENÉ MAGRITTE

RENÉ MAGRITTE 21 November 1898 – 15 August 1967

A Belgian surrealist painter, born in Lessines, Rene Magritte's witty and thought-provoking paintings sought to have viewers question their perceptions of reality, and become hypersensitive to the world around them. When Magritte was young his mother was suicidal, this led to Magritte's father locking her up in her room. One day, she escaped, and she was sadly found dead, having drowned herself. According to legend, 13 year old Magritte was there when they retrieved the body, and as she was pulled from the water, her dress covered her face. This later became a theme in many of Magritte's paintings in the 1920's, portraying people with cloth covering their faces. He went to study a the Royal Academy of Fine Arts in Brussels. He did not begin his actual painting career until after serving in the Belgian infantry. Magritte made a living producing advertisement posters, as well as creating forgeries of Picasso, Braque and Chirico paintings. His experience with forgeries also allowed him to create false bank notes during the German occupation of Belgium in World War II, helping him to survive the lean economic times. Through creating common images and placing them in extreme contexts, Magritte sough to have his viewers question the ability of art to truly represent an object. In his paintings, he often played with the perception of an image and the fact that the painting of the image could never actually be the object. His artistic interpretations influenced many modern artists, including Andy Warhol, Jan Verdoodt and Jasper Johns. His art, which was especially popular during the 1960's, has also influenced numerous songs, movies, and books.

ART HISTORY – SURREALISM – GIORGIO DE CHIRICO

GIORGIO DE CHIRICO 10 July 1888 – 20 November 1978

Giorgio de Chirico was born in Volos, Greece to Italian parents. His father was an engineer working on the construction of the Greek railway system and his mother was a noblewoman of Genoese origin. His parents encouraged his artistic development, and from a young age he took a strong interest in Greek mythology. Giorgio de Chirico was a pioneer in the revival of Classicism that flourished into a Europe-wide phenomenon in the 1920s. His own interest was likely encouraged by his childhood experiences of being raised in Greece by Italian parents. And, while living in Paris in the 1910s, his homesickness may have led to the mysterious, classically-inspired pictures of empty town squares for which he is best known. It was work in this style that encouraged him to form the short-lived Metaphysical Painting movement, along with the painter Carlo Carrà. His work in this mode attracted considerable notice, particularly in France, where the Surrealists championed him as a precursor. But de Chirico was instinctively more conservative than the Paris avant-garde, and in the 1920s his style began to embrace qualities of Renaissance and Baroque art, a move that soon drew criticism from his old supporters. For many years afterwards, the Surrealists' disapproval of his late work shaped the attitude of critics. The artist's reputation was also not helped by his later habits of creating new versions of his Metaphysical paintings and of backdating his work, as if those pictures had been created back in the 1910s. In recent years, however, his work of that period has attracted more interest, and it was certainly influential on a new generation of Italian painters in the 1980s.

ART HISTORY – POP ART

Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Different cultures and countries contributed to the movement during the 1960s and 70s

FAMOUS POP ART ARTISTS

Andy Warhol
Campbell's Soup I
1968

Roy Lichtenstein
Drowning Girl
1963

Claes Oldenburg
Giant BLT
1963

Peter Blake
The Beetles: Sgt Pepper
Album Cover 1967

Richard Hamilton
Interior
1964

David Hockney
A Bigger Splash
1967

POP ART IN DETAIL

Emerging in the mid 1950s in Britain and late 1950s in America, pop art reached its peak in the 1960s. It began as a revolt against the dominant approaches to art and culture and traditional views on what art should be. Young artists felt that what they were taught at art school and what they saw in museums did not have anything to do with their lives or the things they saw around them every day. Instead they turned to sources such as Hollywood movies, advertising, product packaging, pop music and comic books for their imagery. Modernist critics were horrified by the pop artists' use of such 'low' subject matter and by their apparently uncritical treatment of it. In fact pop both took art into new areas of subject matter and developed new ways of presenting it in art and can be seen as one of the first manifestations of postmodernism.

AMERICAN POP VS. BRITISH POP

Although they were inspired by similar subject matter, British pop is often seen as distinctive from American pop. Early Pop Art in Britain was fuelled by American popular culture viewed from a distance, while the American artists were inspired by what they saw and experienced living within that culture. In Britain, the movement was more academic in its approach. While employing irony and parody, it focused more on what American popular imagery represented, and its power in manipulating people's lifestyles. The 1950s art group The Independent Group, is regarded as the precursor to the British Pop art movement.

ART HISTORY – POP ART

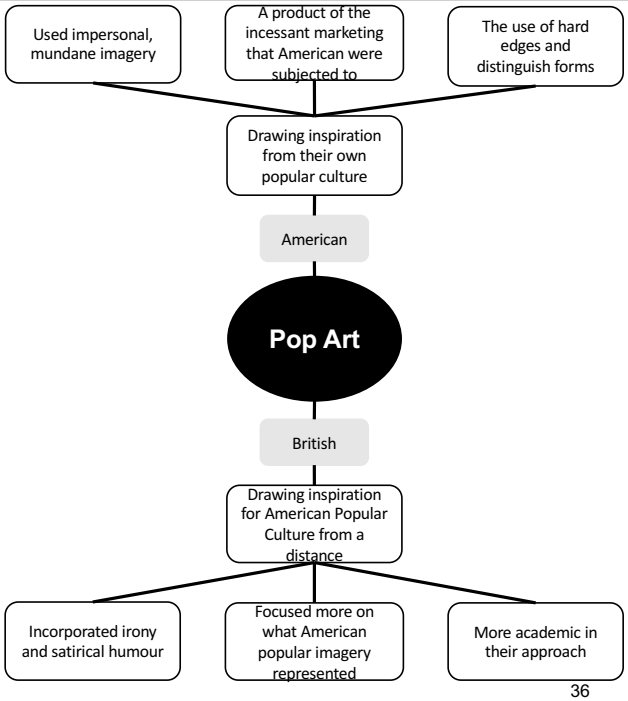
WHAT INSPIRED THE POP ART STYLE?

LONDON

In 1952, a gathering of artists in London called the Independent Group regularly met and discussed topics such as mass culture's place in fine art, the found object, and science and technology. Members included Eduardo Paolozzi, Richard Hamilton, architects Alison and Peter Smithson, and critics Lawrence Alloway and Reyner Banham. Britain in the early 1950s was still emerging from the austerity of the post-war years, and its citizens were unsure about American popular culture. While the group was wary of its commercial character, they were excited about the rich world pop culture seemed to promise for the future. The imagery they discussed at length included that found in Western movies, science fiction, comic books, billboards, automobile design, and rock and roll music.

NEW YORK

By the mid 1950s, the artists working in New York City faced a critical moment in modern art: follow the Abstract Expressionists or rebel against the strict formalism backed by many schools of modernism. By this time, Jasper Johns was already troubling conventions with abstract paintings that included references to: "things the mind already knows" - targets, flags, handprints, letters, and numbers. Meanwhile, Robert Rauschenberg's "combines" incorporated found objects and images, with more traditional materials like oil paint. These artists, along with others, later became grouped in the movement known as Neo-Dada. The now classic New York Pop art of Roy Lichtenstein, Claes Oldenburg, James Rosenquist, and Andy Warhol emerged in the 1960 in the footsteps of the Neo-Dadaists.



ART HISTORY – POP ART

KEYWORDS	DEFINITIONS
Pop Culture	Is culture which interests the general masses of people. It is influenced and spread by mass media. People experience or learn popular culture by hearing popular music on the radio, watching television, playing video games, or reading popular books and magazines.
Icons	A person or thing regarded as a representative symbol or as worthy of admiration.
Consumerism	Is the idea that increasing the consumption of goods and services purchased in the market is always a desirable goal and that a person's wellbeing and happiness depend fundamentally on obtaining consumer goods and material possessions.
Post – Modernism	Alate 20th-century style and concept in the arts, architecture, and criticism, which represents a departure from modernism and is characterized by the self-conscious use of earlier styles and conventions, a mixing of different artistic styles and media, and a general distrust of theories.

KEYWORDS	DEFINITIONS
Commonplace Objects	Items you use everyday, or forms a regular and basic part of your life, so it is not especially interesting or unusual.
Irony	A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.
Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.
Mixed Media	A variety of materials used in a work of art.
Soft Sculpture	Soft sculpture is a type of sculpture made using cloth, foam rubber, plastic, paper, fibres and similar material that are supple and non rigid.
Mass Media	Refers to media technologies used to disseminate information to a wide audience. The messages are communicated through television, movies, advertising, radio, the internet, magazines, and newspapers

ART HISTORY – POP ART – ANDY WARHOL

ANDY WARHOL 6 August 1928 – 22 February 1987

Born Andrew Warhola, in the neighbourhood of Oakland in Pittsburgh, Pennsylvania, Warhol's parents were Slovakian immigrants. His father, Andrej Warhola, was a construction worker, while his mother, Julia Warhola, was an embroiderer. They were devout Byzantine Catholics who attended mass regularly and maintained much of their Slovakian culture and heritage.

When he graduated from college with his Bachelor of Fine Arts degree in 1949, Warhol moved to New York City to pursue a career as a commercial artist. It was also at this time that he dropped the "a" at the end of his last name to become Andy Warhol. He landed a job with Glamour magazine in September, and went on to become one of the most successful commercial artists of the 1950s. He won frequent awards for his uniquely whimsical style, using his own blotted line technique and rubber stamps to create his drawings.

In the late 1950s, Warhol began devoting more attention to painting, and in 1961, he debuted the concept of "pop art" — paintings that focused on mass-produced commercial goods. In 1962, he exhibited the now-iconic paintings of Campbell's soup cans. These small canvas works of everyday consumer products created a major stir in the art world, bringing both Warhol and pop art into the national spotlight for the first time.

ART HISTORY – POP ART – ROY LICHTENSTEIN

ROY LICHTENSTEIN 27 October 1923 – 29 September 1997

Roy Lichtenstein was born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He was one of a group of artists making art about 'popular' things such as TV, celebrities, fast food, pop music and cartoons.

Although best known as a painter, he made different types of art including sculpture, murals, prints and ceramics.

Lichtenstein chose colours carefully, to imitate the four colours of printers' inks. He also used Ben Day dots, a system invented to increase the range of colours available to newspaper printing.

Lichtenstein is famous for his use of cartoon strips from American comic books, which were very popular the 1950s. He admired the skill of the comic book artist, who could create complex stories of love and war in cartoon form.

He was sometimes accused of copying comics exactly, but he said that he made changes to the pictures – right down to the tiniest placement of individual dots. He was also criticized for using very basic painting techniques.

ART HISTORY – POP ART – CLAES OLDENBURG

CLAES OLDENBURG 28 January 1929 – Present

Claes Oldenburg is a Swedish-born American Pop-art sculptor, who is best known for his giant soft sculptures of everyday objects.

He studied literature and art history at Yale University from 1946 to 1950, then returned to Chicago where he took classes at The School of the Art Institute of Chicago.

He saw himself as a realist, not as an abstract artist. He felt art must relate to the realities of everyday life. Yet he took objects from the real world and placed them out of context, making them soft when they should be hard, large when they should be small.

Strongly influenced by the writings of Sigmund Freud, Oldenburg underwent an intense period of self-analysis between 1959 and 1961. He carefully recorded his discoveries in notebooks, often including illustrative sketches. This endeavour helped him to shape his approach to art.

Oldenburg's style changed and developed over the years. He worked in a variety of modes, including drawing, painting, film, soft sculpture, and large scale sculpture in steel. After 1959 he was influenced by the theatre. His involvement in "happenings" in the early 1960s resulted from his interest in both participatory art and Freudian free association.

ART HISTORY – POP ART – PETER BLAKE

PETER BLAKE 25 June 1932 – Present

British artist Sir Peter Thomas Blake is often called the "Godfather of British Pop art." Born in Dartford, Kent, he is best known for co-creating the sleeve design for the Beatles' album Sgt. Pepper's Lonely Hearts Club Band. Like many artists of his time, he came of age in a country recovering from the war, so much of his interests were drawn toward the bright and happy lifestyle that was being touted in America via a booming advertising industry utilizing ground-breaking new methods such as screen-printing to create optimistic and bold renditions of life in magazines, on posters, and on billboards.

His early training as a graphic designer coupled with a rich education in more historical modes of art allowed him to blend his obsessions with the new youthful popular culture and pop music scene in swinging London with foundational art references from the past into a form of urban realism that was fresh. This challenged the status quo's idea about what constituted art and broke down barriers between traditional fine art and the new cutting edge field of Pop.

As he progressed in his career, he continued to make work that gave respectful nods to the past cultural lexicon yet which remained equally engrossed in what lay on the horizon, reflecting man's ongoing experience of being prone to the external influences of past, present, and future.

Year 9 Drama and Dance Knowledge Organiser

Page 2 – Drama - Exploring a Script : DNA

Page 3 - Devising Drama: Exploring Practitioners – Bertolt Brecht

Page 4 - Individuality Exploring a theme through Drama

Page 5 & 6 – Dance Skills

Page 7- Unit 1: Swan Song

Page 8, 9 & 10 - Unit 2: Thriller

Page 11 & 12- Unit 3: Hairspray/ Jive

Year 9 Drama – Unit 1: Exploring a Script : DNA

Keywords for the unit

Naturalism
A style of Drama from Victorian times onward, where the actor and the action has to be totally believable and realistic, convincing the audience what they are watching is real.

Stanislavski
Konstantin Stanislavski – a Russian actor, direct, theorist who developed the idea of naturalism and came up with a list of rehearsal techniques to create more realistic performances on stage

Proxemics
The performance space and how we use it. How the actors arrange themselves in relation to space. How close the actors stand to each other and what that tells the audience about their character relationships.

Semiotics
Symbolism on the stage as a way to communicate meaning. E.g Red light to show danger, a heartbeat to create tension, a top hat to show a wealthy person.

Empathy
is 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.

Moral Dilemma
a situation in which a person is torn between right and wrong. A **moral dilemma** involves a conflict with the very core of a person's principles and values. The choice the person makes may leave them feeling burdened, guilty, relieved, or questioning their values.

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

Year 9 Drama – Unit 2 : Devising Drama: Exploring Practitioners – Bertolt Brecht

Key words for this unit

Bertolt Brecht
A German director and playwright who had strong political views and was anti –Nazi in the 1930's. He developed a new style of drama that was more political and used 'abstract' techniques

Multi-rolling
When an actor plays more than one part in a play.

Placards
A technique developed by Brecht when a character holds signs or banners explaining where or when the play is set, giving facts about a character or how they are feeling

Alienation
Distancing the audience emotionally from the scene and making them think about the moral of the scene instead.

Breaking the Fourth Wall
When an actor talks directly to the audience- acknowledges their presence in the theatre.

Social Change
To raise awareness about the **impact** of **social** issues such as injustice, war or prejudice through protest or confrontation in the hope that you can change things for the better.

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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Year 9 Drama – Unit 3 : Individuality Exploring a theme through Drama

Key words for this unit

Conflict
Argument or tension resulting from different social or political opinions

Individuality
Not conforming to expected norms. Celebrating being or feeling different.

Solidarity
A group of likeminded people supporting each other in a time of conflict

Discrimination
Showing prejudice and treating people differently because of their race, colour, religion, sexuality, politics

Evaluation
Forming a clear set of opinions on a piece of work and being able to say why you have those opinions,.

Keywords	VOICE
Tone	The emotion in your voice
Pitch	How high/low your voice is
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Year 9 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.

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.

Physical Skills-
Required to perform physical activity.

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.

Year 9 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.

Year 9 Dance – Unit 1: Swan Song

Key Information

Christopher Bruce
British choreographer and performer, well known for creating performances with a political message.

Swan Song
Created in 1987. 32 minutes long. 3 dancers (trio).

Variety of dance styles including ballet, contemporary, jazz, tap, gymnastics and ballroom.

The theme is open to interpretation, however there is clearly a victim and 2 interrogators.

It is suggested it is set in a prison, as the interrogators wear khaki green shirts and trousers and the victim wears blue jeans and a red t shirt, signifying blood. There is also use of a chair and canes.

Key themes include victimisation, manipulation, torture, anger and frustration.

The music used are a combination of every day sounds such as gun shots and use of silence.

Key Words	
Contact Work	Contact work is using resistance, weight, counterbalance and support to create movements with at least two or more dancers.
Prop	A prop is an object which is used within a performance.
Characterisation	Creation of a character through use of gesture, facial expression, posture, body language and emotion.
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.
Call and Response	An individual dancer or group of dancers performing a movement, then another individual or group of dancers, responding with a movement in response to the original movement performed by the original individual or group.

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Year 9 Dance – Unit 2: Thriller

Key Information

Thriller (1983)
The song 'Thriller' was written, directed and performed by Michael Jackson.

The video is approximately 15 minutes long, still one of the longest music videos ever to be created.

The video references numerous horror films and tells the story of the dead coming to life.

Michael Jackson wanted to create a film experience to go alongside his song and was one of the first artists to do this. He changed the music industry with this idea.

Michael Jackson created his own unique dance style which is widely recognised.

Key Words	
Motif	A movement which represents a theme or idea which is seen and repeated throughout a choreography.
Motif Development	Ways to develop a motif to create a larger sequence of choreography.
Travel	A movement which gets a dancer from one place to another.
Characterisation	Creation of a character through use of gesture, facial expression, posture, body language and emotion.
Canon	Performing a movement at different times, after another dancer has previously performed it. For example, like a Mexican wave.
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Year 9 Dance – Unit 2: Thriller

Key Features of Michael Jackson's Dance Style-

Glides and Slides

Moon Walk

Popping

Isolation of the Body

Spin on the Spot

Toe Stand

Body Ripple

Freeze Frame

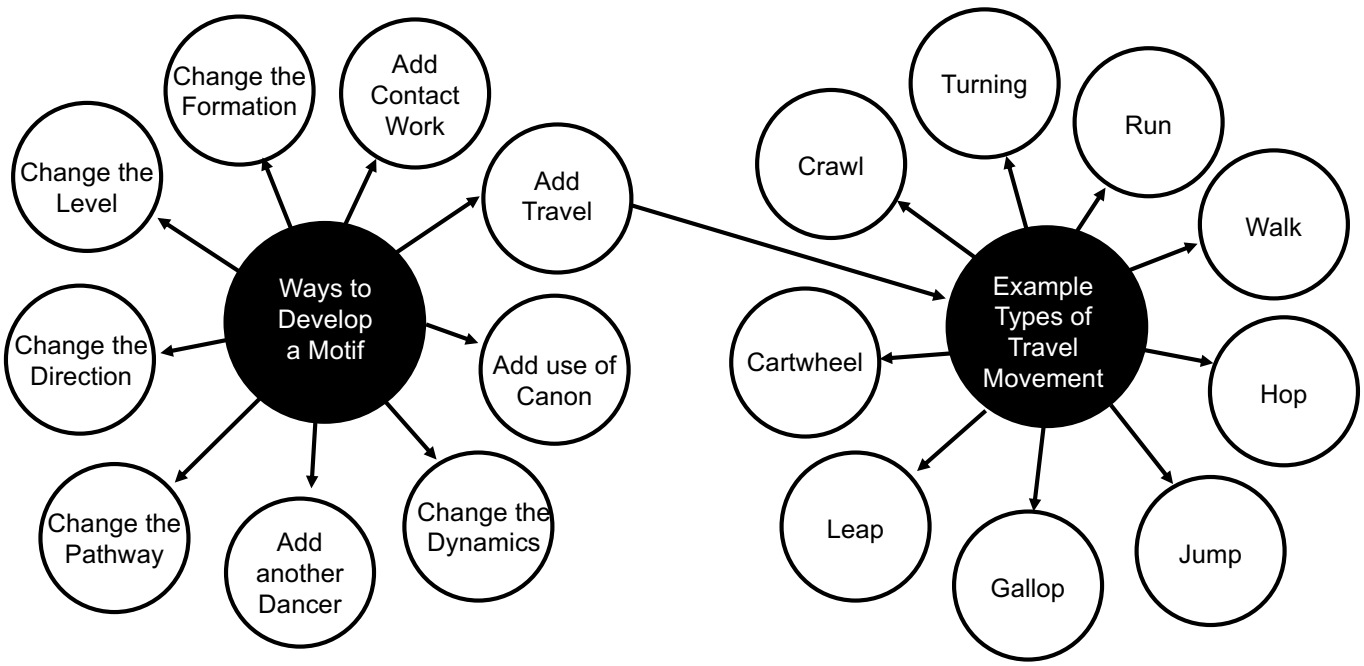
Early form of Hip Hop

Sharp, Strong Dynamics

Use of Prop

Key Motifs used in Thriller	
Claw Hands	Use of the hands in a claw position which often swing from side to side on a medium to high level.
Isolation of Head and Shoulders	Individually moving individual parts of the body such as turning the head to the side, lifting and dropping the shoulders and moving the chin from side to side. This can be done on all levels.
Footwork	Crossing the feet by stepping one foot in front of the other and tapping the opposite foot out to the side. This is usually performed on a low level.
Crouches	Bending down towards the floor to create a ball position. This is performed on a medium to low level.
Bending of the Knees	Straightening and bending the knees when stood in a position to create a bouncing dynamic. This is done on a medium to high level.

Year 9 Dance – Unit 2: Thriller



Year 9 Dance – Unit 3: Hairspray/ Jive

Key Information-

Hairspray is a film and a musical.

Set in the 1960's in America.

Key Themes: Segregation, Racial Inequality, Individuality, Body Image, Stereotypes.

Dance Style: 1960's, Jazz, Energetic, Lively.

The Story of Hairspray-

Tracy Turnblad is the main character who has a passion for dance and performing.

There is a TV show called the Corny Collins Show which is racially segregated.

Tracy auditions for the Corny Collins show but is rejected due to her size and appearance.

Tracy is eventually noticed at a live performance and is allowed to join the show.

The show is racially segregated and Tracy campaigns for equality, along with the Black community.

The show eventually becomes integrated after lots of campaigning.

Keywords	
Segregation	The action or state of setting someone or something apart from others.
Stereotype	A widely held, but fixed idea or perception, of a particular type of person or thing.
Equality	The state of being equal, especially in status, rights, or opportunities.
Inequality	Unequal opportunities and rewards for different social positions or statuses within a group or society.
Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people based on their membership of a particular racial or ethnic group.
Integrated	Separate groups of people or things being brought together equally.
Body Image	Body image is a perception of the physical body and the thoughts and feelings towards the body, positive, negative or both.
Individuality	The quality or character of a particular person or thing that distinguishes them from others of the same kind.
Social Issue	A social issue is a problem that influences and affects many citizens within a society.

Year 9 Dance – Unit 3: Hairspray/ Jive Dance

1960's Dance Movements-

The Twist-

Bending the knees and twisting the ankles and knees from side to side in different directions.

The Mashed Potato

Using the hands to create fists and tapping them on top of each other in front of the body.

The Madison

Crossing footwork action. Stepping in front with one leg and flicking the other behind.

The Hully Gully-

Shimmy action using the shoulders and lifting them up and down.

The Hitchhike

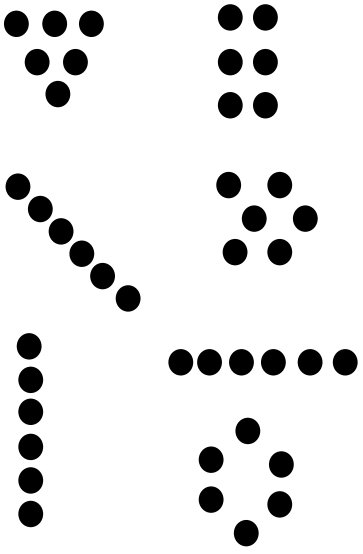
Opening the right arm outwards with the elbow bent and returning it back vertical infront of the body to meet the other arm in front.

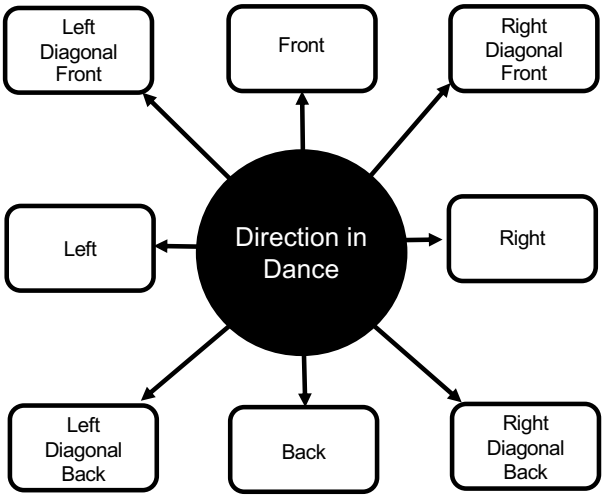
Choreography Keywords	
Formation	Where you stand within a choreography or performance. Various shapes can be used.
Levels	The level a movement is performed on, such as low, middle and high.
Pathway	The path a movement or sequence of movements use.
Direction	The way you face within a performance or choreography.
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.
Repetition	Doing it over again.

Jive dance Keywords	
Basic Jive	The basic jive step is a 6-count step with the dancers in a closed position. It begins with a rock step, where both dancers step back and forth over two counts, followed by a chassé step to the side and another chassé step back to the other side. 4**C**
Throwaway	A throwaway is the same as the basic jive step, but the dancers transition to an open position during the second chassé.
American Spin	The American spin begins with the dancers attached in an open position. The dancers perform a basic jive step, then the leading partner spins the following partner into a spin on the second chassé. The following partner lets go of their hold during the spin and catches their partner's hand at the end.
Chicken Walkers	Chicken walkers begin with both partners taking four steps. The partners place their free foot towards each other as they swivel their hips. The move is done with an open position hold, and the leading partner travels backwards as the following partner steps towards them.

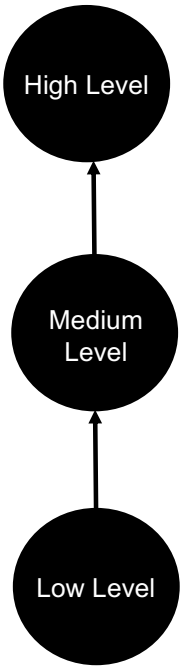
Year 9 Dance – Unit 3: Hairspray

Types of Formation in Dance-





Levels in Dance-



Year 9 Technology Knowledge organiser

Metal Fabrication Project

2. Metal Fabrication: Where Metals Come From
3. Metal Fabrication: Categories
4. Metal Fabrication: Key Words
5. Metal Fabrication Metalwork tools
6. Metal Fabrication: Fabricating the aluminium box
7. Metal Fabrication: Achieving a polished finish
8. Metal Fabrication: Ways of Manufacturing
9. Metal Fabrication: Methods of Fixing

Engineering Project – Phone Stand

10. Engineering Project 1
11. Engineering Project 2
12. Engineering Project 3
13. Engineering Project 4
14. Engineering Project 5
15. Engineering Project 6
16. Engineering Project 7
17. Engineering Project 8

Food and Nutrition

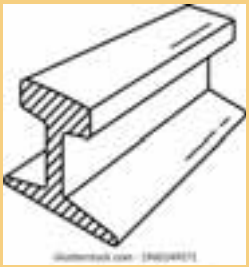
18-23. Food Safety and food poisoning
24-26. Hospitality and Catering Industry
27-28. Catering option
29. Kitchen dress code
30-35. Jobs in catering
36-39. Menu planning
40-41. Allergies and intolerances
42-43. Nutrients
44. Healthy Balanced diet
45. Eatwell guide
46. Carbohydrates
47. Protein
48. Fat
49-51. Vitamins
52. Minerals
53. Dietary fibre
54. Water
55-57. Dietary needs of specific groups
58-62. Writing a time plan
63. Sensory evaluation

Year 9 Technology – Where Metals Come From

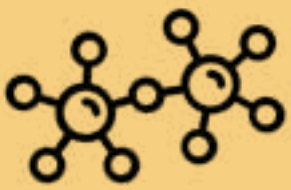
Ore is a rock containing useful amounts of metal.
It must be mined and processed to extract the metal.

Mining

Processing



Metal in stock form



Most ore contains metal in a chemical compound not in its metallic form.

Example: iron oxide.

Created by Adrian Cooper from Noun Project

Year 9 Technology – Metal Fabrication Project (1)

Material Categories

Ferrous Metals

Metals that contain iron, are usually magnetic and rust.

Non-Ferrous metals

Metals without iron, are usually non magnetic and don't rust.

Alloys

Metals made up from mixing 2 or more metals together to combine properties.

Thermoplastics

Plastics that can be reheated and shaped many times.

Thermosetting Plastics

Plastics that can only be heated and shaped once.

The Brazing Process

Heating metals parts up using a blow torch until hot enough for brazing rod to be melted over the join, connecting them together

Keywords	
Hardness	Ability to resist surface scratches.
Ductility	Ability to be stretched out into a wire.
Plasticity	Ability to be shaped or moulded.
Malleability	Ability to be shaped without breaking.
Toughness	Ability to withstand impact.
Brittleness	Ability to be easily damaged by impact.

Year 9 Technology – Metal Fabrication Project (2)

Keywords	
Brazing	Method of joining metal parts together using heat.
Injection Moulding	Heating up plastic and forcing into a mould to make parts.
Pickling	Method used to clean the surface of metal.
Electroplating	Process of coating a metal with a layer of another metal using electricity.
Galvanising	To cover a metal with zinc.
Hardening	Heating metals to make them get harder.
Tempering	Heating and cooling metals to make them less brittle.
Annealing	Heating and cooling metal to make it tougher.
Normalising	Heating and cooling metal to make it more ductile.
Fabricating	To construct something from prepared parts.
Powder Coating	To heat a part then cover in a fine layer of plastic particles to produce a coating.
Press Forming	To use moulds to press a sheet of material into a required shape.

Year 9 Technology – Metal Fabrication Project (3)

Metal work tools

Tin snips
Used to cut sheet metal.

Safety Goggles
Must be work when brazing to protect your eyes.

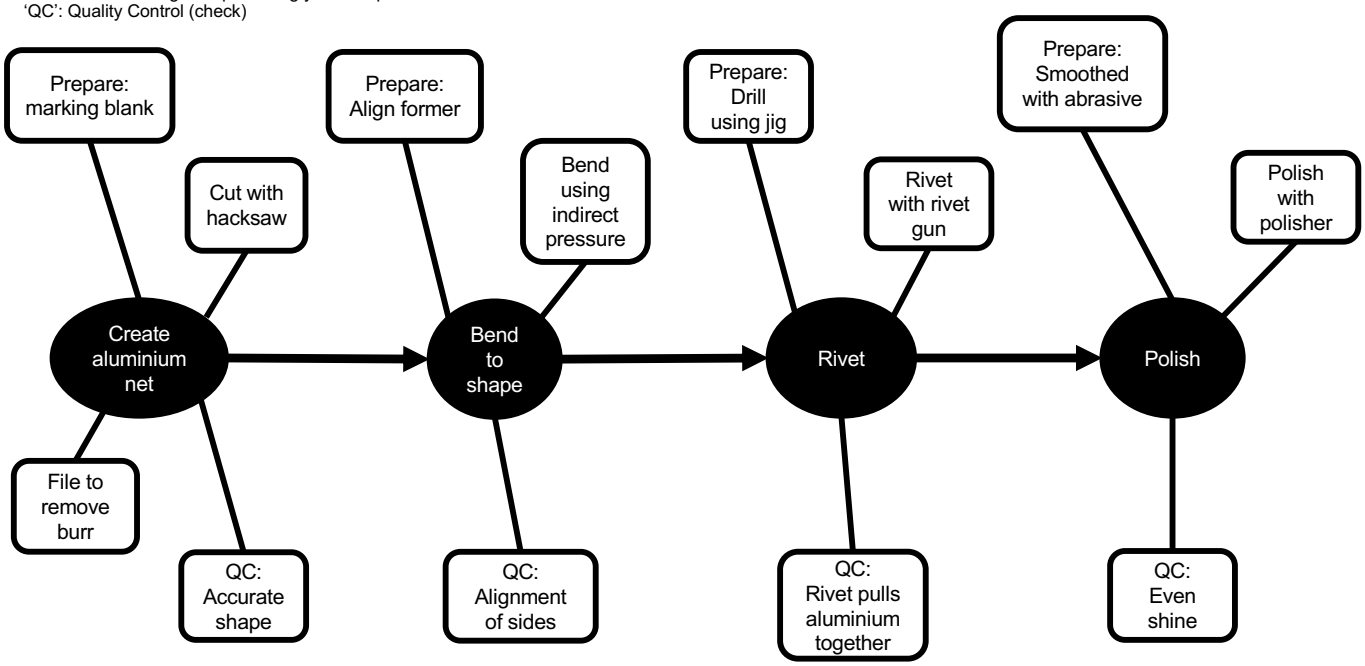
Hand files
Used to abrade the edges of the sheet metal until smooth.

Powder coating
Used to coat metal objects with a thin plastic coating to prevent them from rusting.

Year 9 Technology – Metal Fabrication Project (4)

Fabricating the aluminium box

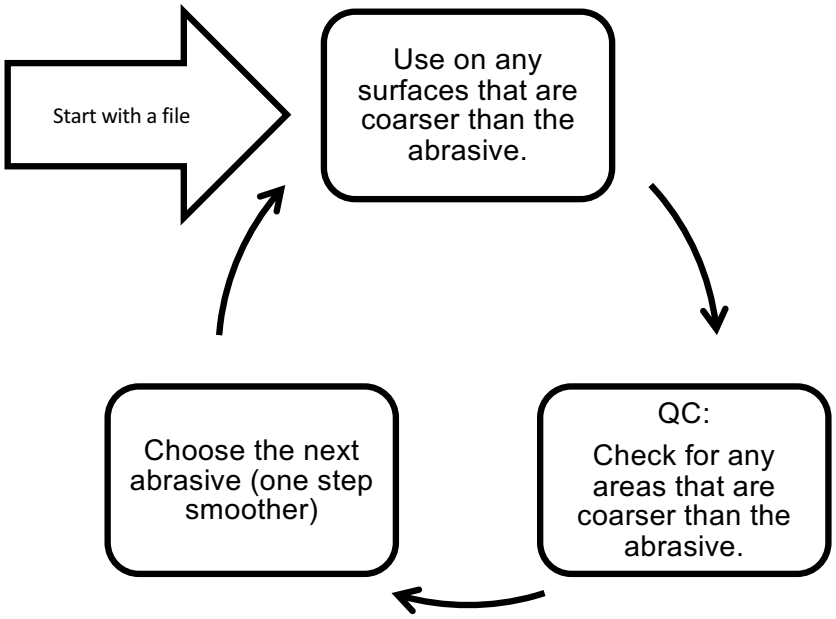
This shows the stages of producing your sample box.
'QC': Quality Control (check)

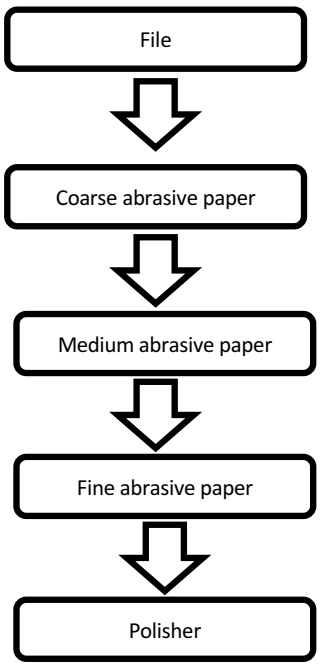


Year 9 Technology – Metal Fabrication Project (5)

Achieving a polished finish

Polishing is a process of gradually removing scratches until none remain and the surface shines.
Polishing metal is something you do not a finish you apply like paint.

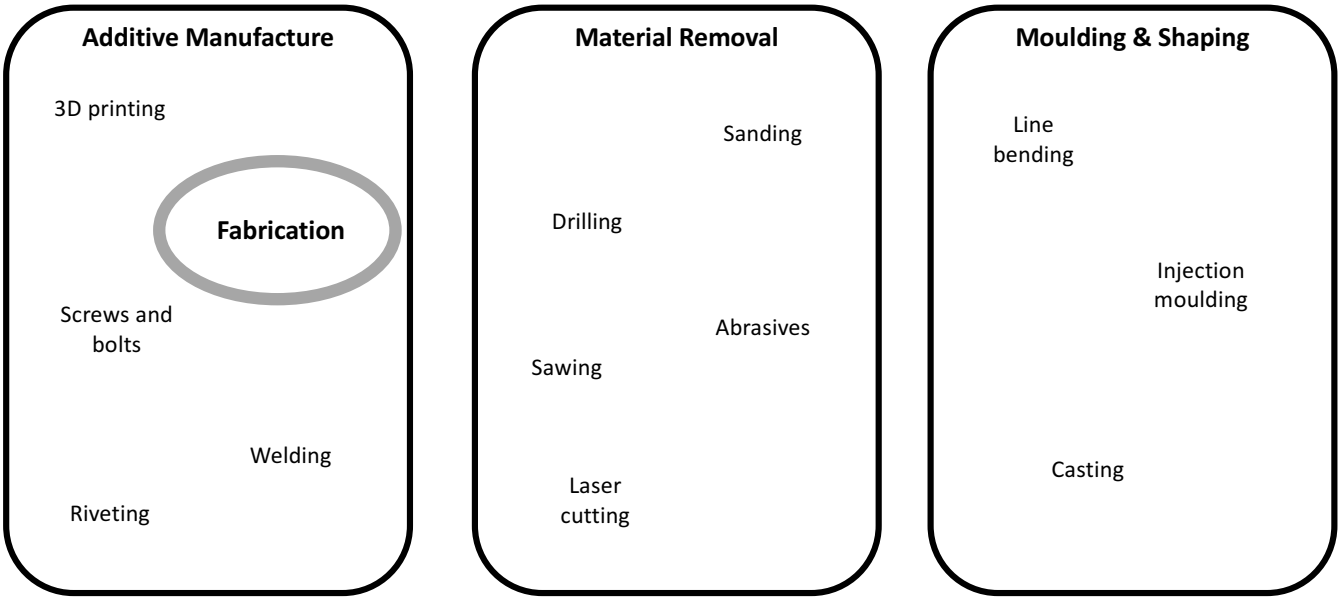




Year 9 Technology – Metal Fabrication Project (6)

Ways of Manufacturing

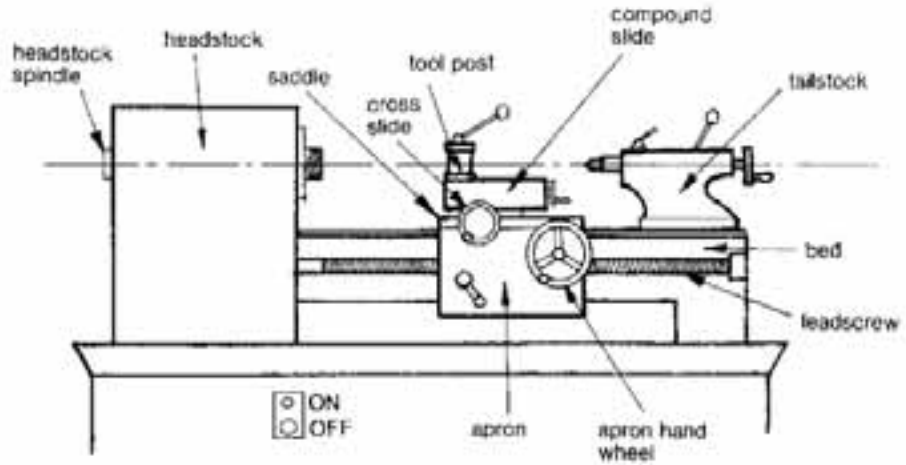
Manufacturing processes fall into 3 main categories



Methods of Fixing

Some are temporary (removable) and others are permeant
Some fix at a single point, some on a seam (line).

	Temporary	Permanent
Point	Screw Bolt Dowel	Spot weld Rivet Dowel glued
Seam	[None]	Welding Brazing Soldering
Area	[None]	Bonding (glue)



The Turning Process

To use a centre lathe to spin materials around so you can cut into them to create specific shapes

Keywords	
Facing off →	To use the centre lathe to make the end of the work piece totally smooth
Turning down →	To use the centre lathe to reduce the diameter of the workpiece to a desired measurement
External screw thread →	A groove that is cut around the external face of a cylindrical part to allow a nut to be screwed onto it
Internal screw thread →	A groove that is cut around the internal face of a hole to allow a bolt to be screwed into it

Year 9 Technology – Engineering Project – Phone Stand (2)

The Milling Process

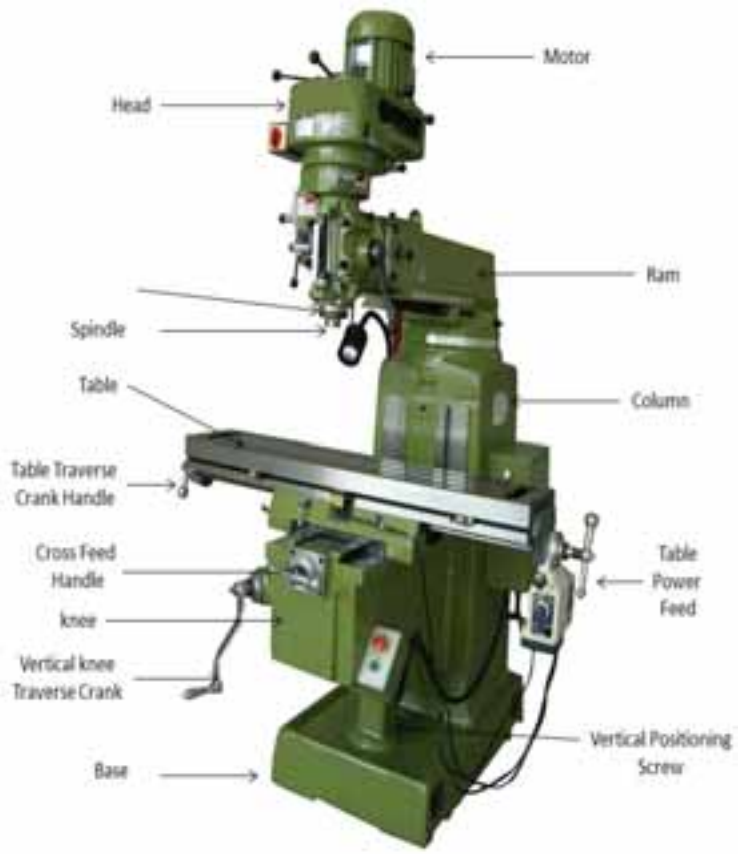
To cut or shape metal using a rotating tool in a milling machine

Horizontal Milling Machine

In horizontal mills, the cutters are mounted on a horizontal spindle across the table. Many horizontal mills also feature a built-in rotary table that allows milling at various angles

Vertical Milling Machine

In vertical mills, the spindle axis is vertically oriented. Milling cutters are held in the spindle and rotate on its axis. The spindle can be extended, or the table raised or lowered to produce the same effect, allowing for plunge cuts and drilling. Vertical milling machine have a stationary spindle, and the table is moved both perpendicular and parallel to the spindle axis to cut.



Year 9 Technology – Engineering Project – Phone Stand (3)

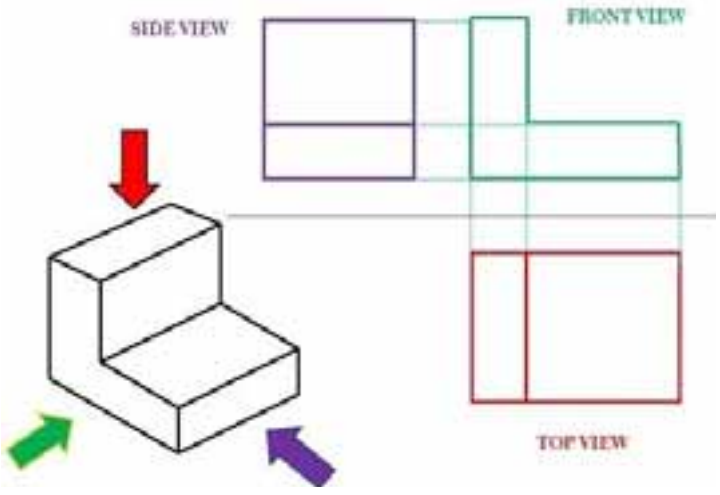
Orthographic Projection

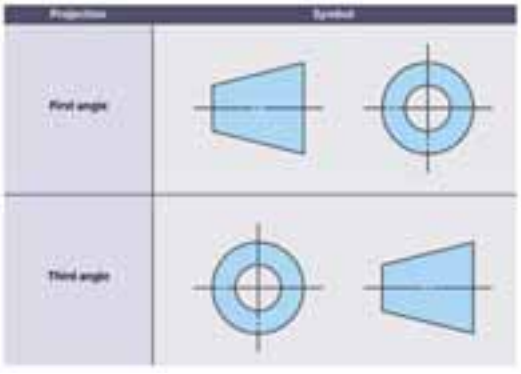
A technical drawing that shows apart from the top, side and end and contains information about the dimensions and how parts should be made. Dimensions are always in mm.

Orthographic projections are working drawings in either a first or third angle projection and show each side of a design without perspective, a 2D drawing of a 3D object.

Construction lines show where areas join and are used to draw a side and plan (top) view, ensuring that the drawing is accurate from all angles.

First and third angle projections use these symbols on a diagram to indicate which projection they are.





Year 9 Technology – Engineering Project – Phone Stand (4)

CNC Machining

CNC stands for – Computer Numerical Control and the machine that you will use is called a CNC Lathe

A CNC lathe is used to make cylindrical components and can also do threads and chamfers

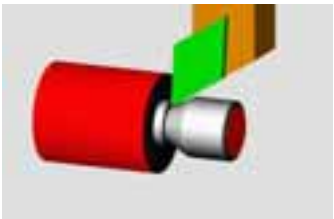
It works by using a program that contains information called G-Codes. These are a set of instructions that the computer can read

Year 9 Technology – Engineering Project – Phone Stand (5)

G-Codes and Simulation

G Codes is a language in which people tell CNC machines how to make something. The "how" is defined by G Code instructions provided to a machine controller that tells the motors where to move, how fast to move and what paths to follow.

Simulation is used to check the programming before the CNC starts to manufacture the component. This is used to ensure that there is no errors within the programming.

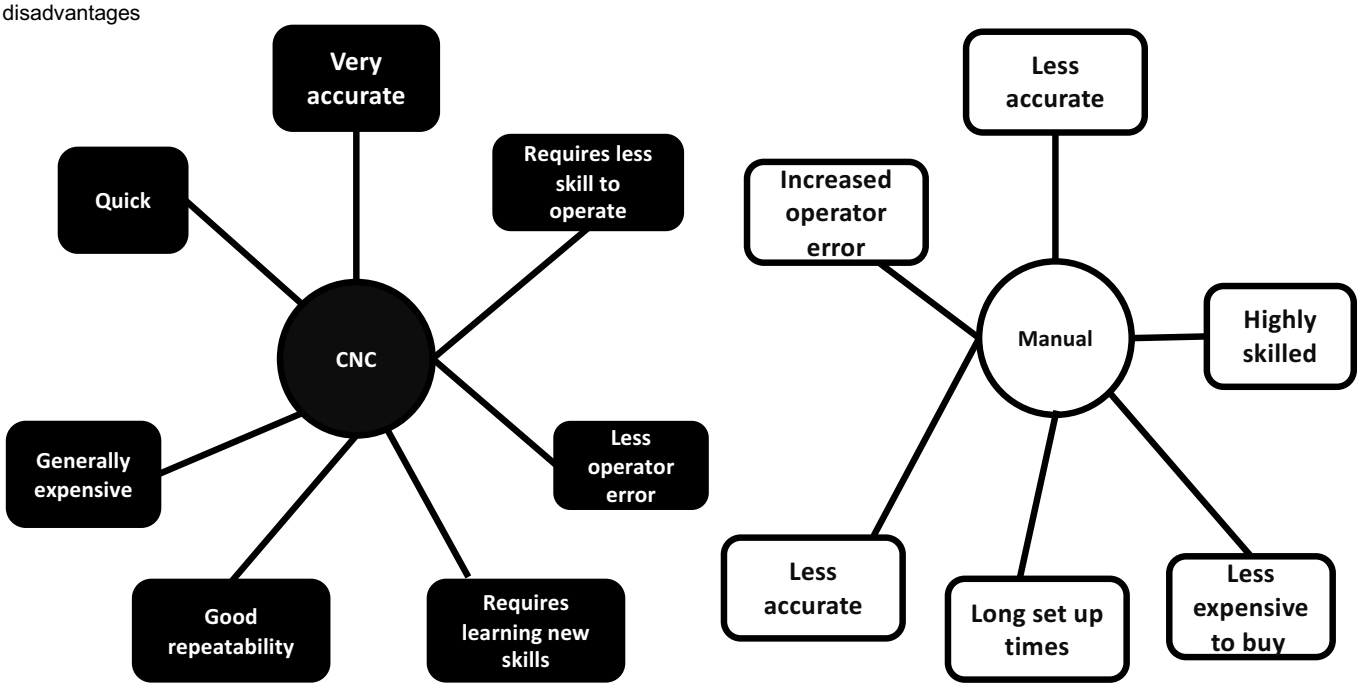


Year 9 Technology –Engineering Project – Phone Stand (6)

Comparing CNC machining to Manual machining

Traditionally manual machines were always used to make certain products, now we very often use CNC or automatic machines

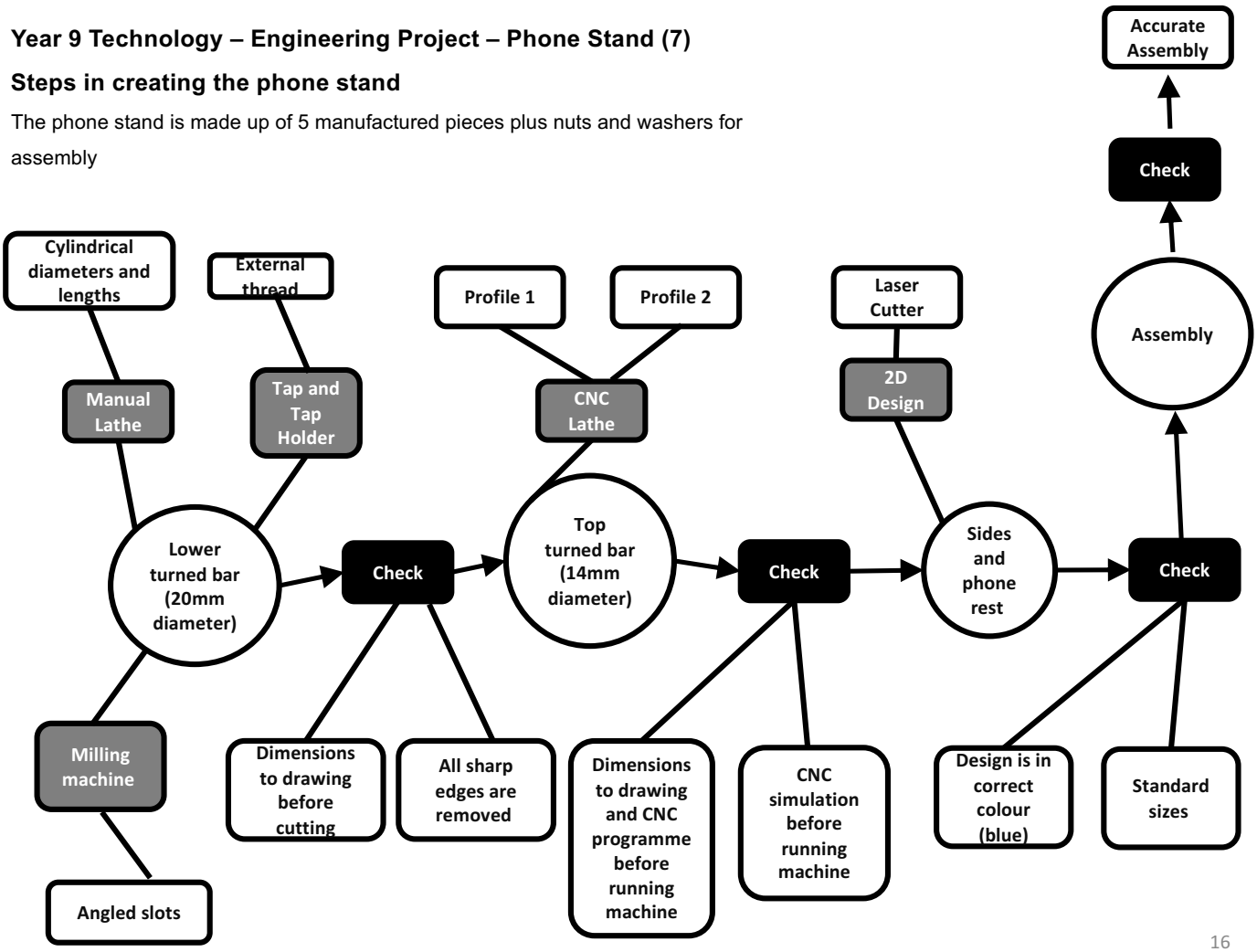
Here are some comparisons between CNC and Manual machining. Some are advantages and some are disadvantages



Year 9 Technology – Engineering Project – Phone Stand (7)

Steps in creating the phone stand

The phone stand is made up of 5 manufactured pieces plus nuts and washers for assembly



Year 9 Technology – Engineering Project – Phone Stand – Key Words (8)

Keywords	
Milling →	To cut or shape metal using a cutting tool/ cutter
Centre Lathe →	A machine that allows you to spin a piece of material round whilst cutting into it to make a required part
Working Drawing →	A drawing that contains information needed to manufacture a specific part, such as measurements
Stage Drawing →	A set of drawings that show the stages of production of a part
Measurement →	The distance or angle of a part.
Digital Caliper →	Hand held device used to measure parts
Die and Die Holder →	Hand held tool that allows you to cut an external screw thread into a piece of material.
Metal Removal →	Processes that remove metal such as turning, milling, drilling.
Chamfer →	An angled slope cut round the corner or a part
Precision →	The quality of being exact and accurate
Tolerance →	The amount that the measurement can deviate before it becomes unacceptable

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 to cleaned regularly

Always use a clean spoon each time you taste food

Lids on

Ensure pest infestations are delt 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

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.

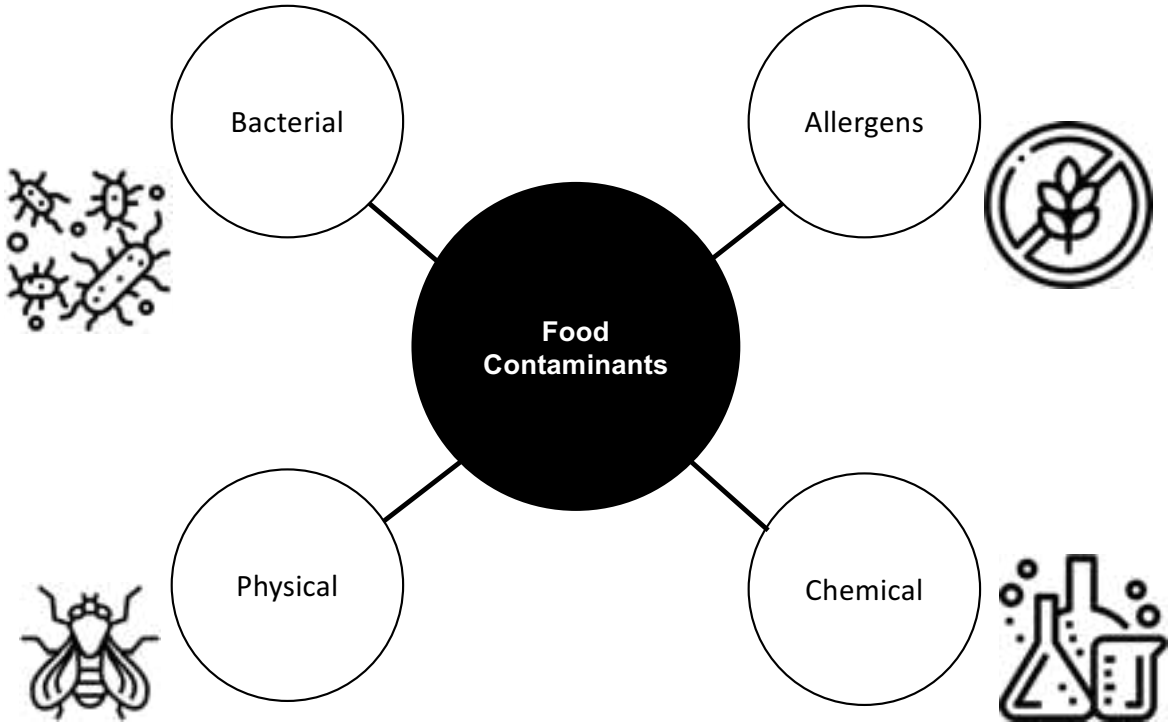
Temperature of a freezer should be **-18 °C.**

COOK

Use a temperature probe to ensure food is cooked.

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

Food related causes of ill health



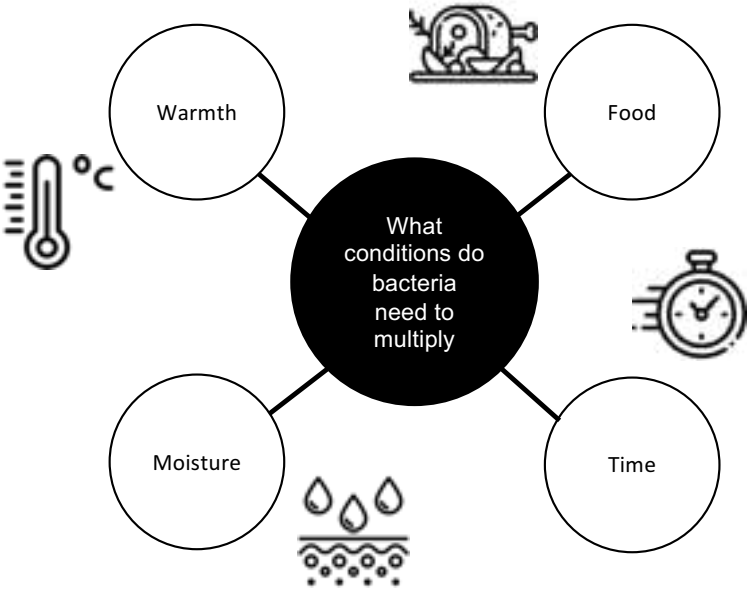
Food related causes of ill health

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.

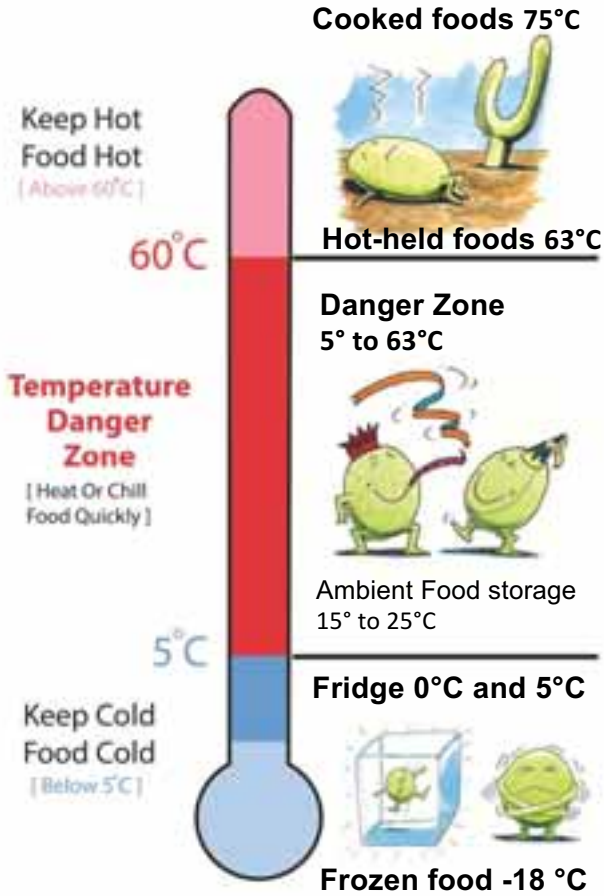
Some produce a **TOXIN** (poison) on the food which makes you ill when you eat it. Toxins act on the body rapidly so this type make you ill within minutes to hours of eating them.



Sources of food poisoning bacteria

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

Pathogenic Bacteria



Food poisoning symptoms

Visible:	**Non-visible:**
Diarrhoea	stomach pains
pale in colour	muscle contractions
vomiting	headaches
signs of dehydration	feeling sick/nausea
confusion	flu like symptoms
chills/shivering	(dizziness/light-headed)
bloating/swelling	loss of appetite
Sweating	fatigue
fatigue	joint/muscle pains
	Chills
	weakness

Common types of food poisoning

Type of food poisoning	Foods it is found in
Campylobacter	Poultry, raw meat, unpasteurised milk products, water
Salmonella	Raw meat, unwashed vegetables, eggs undercooked chicken
E. coli	beef, chicken, lamb, unpasteurised milk cheese, spinach, salads, raw veg
Clostridium perfringens	Undercooked meats, large volumes of food, casseroles, gravies

Type of food poisoning	Foods it is found in
Listeria	Raw foods, fridge temperatures, unpasteurised milk, cheese, smoked salmon, pate, raw sprouts
Bacillus cereus	Rice, leftover food, foods at room temperature, sauces and soups
Staphylococcus aureus	Foods made by hand and no additional cooking. Salads, ham, tuna, chicken, cream pastries, sandwiches, dairy products, meat, eggs

Hospitality and catering providers
Keywords

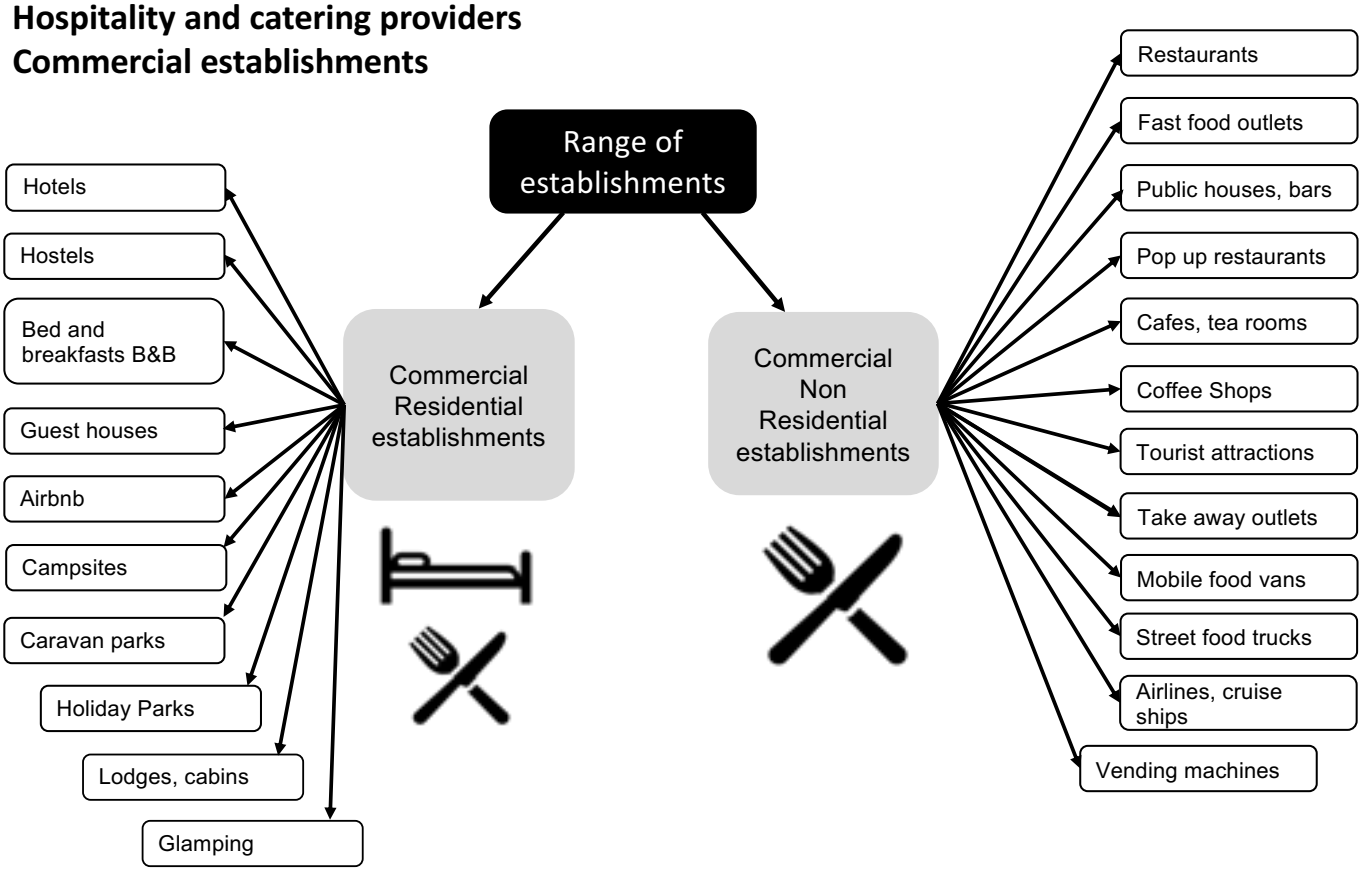
Commercial: business that operates to earn money

Non-commercial: non-profit organisations or government run provisions

Residential: where accommodation is offered

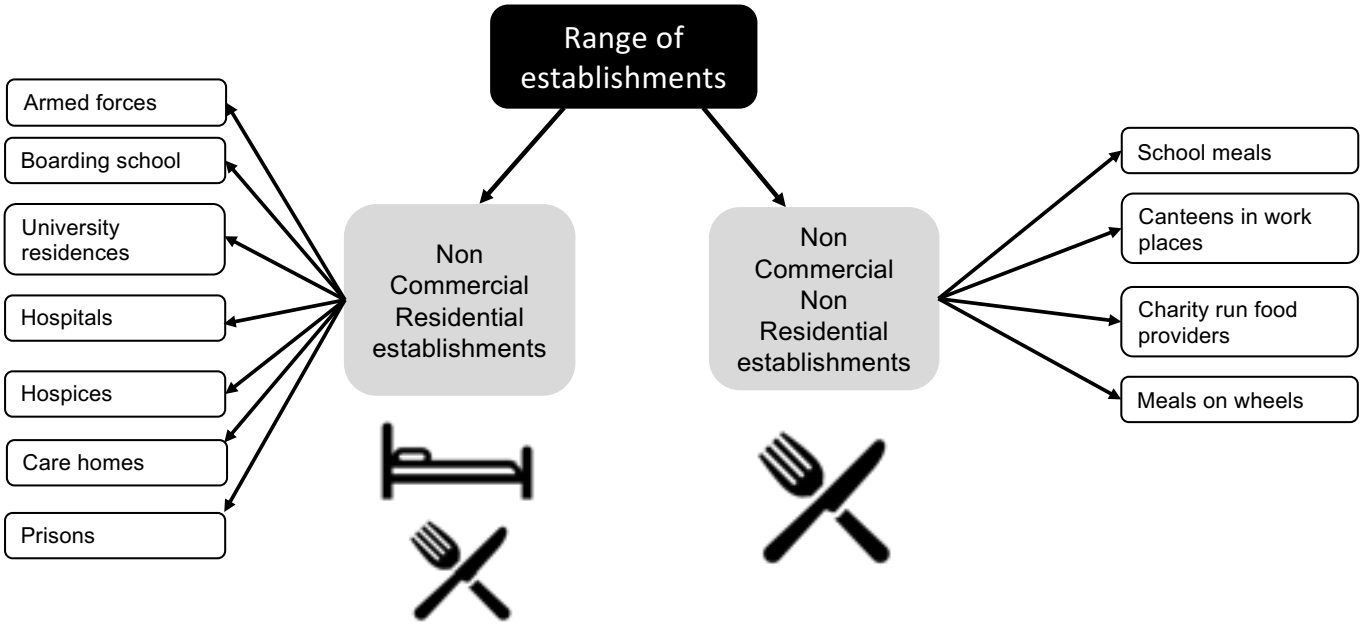
Non-residential: where only food and drink is offered

Hospitality and catering providers
Commercial establishments



Hospitality and catering providers

Non Commercial establishments



Catering Options

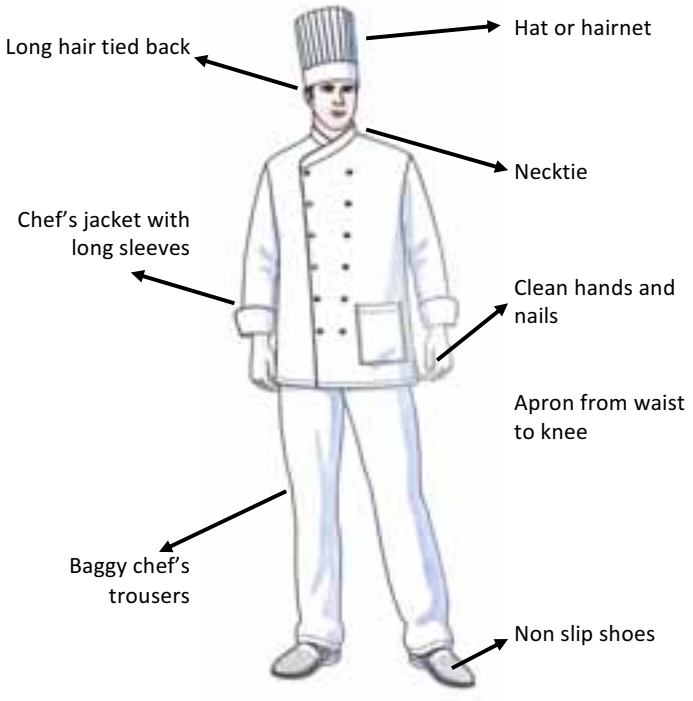
Provision	Advantages	Disadvantages
Restaurants and bistros	Waiter service. Can ask questions about the menu. Comfortable seating at a table	Often more expensive than other options Waiting time can be longer than other options
Pop-up restaurants	Often set up in convenient locations. Prices can be cheaper. Gives customers a chance to try new foods	The menu may be limited Only in location for a limited time
Cafe	Faster service than a restaurant. Lower prices than a restaurant. Wide menu choices – something for everyone	Can be crowded. Seating may not be very comfortable, for example fixed seats
Street food	Usually fast service. Cheap prices. Food is wrapped and ready to go. Can ask questions about ingredients etc.	Hygiene may not be as good as indoor venues, for example lack of pest control and temperature control. There may be no seating available. Usually need cash to pay
Mobile vans	Serve fresh, hot food. Very convenient if in your location	Only available at set days/times. Limited menu choice. Engine fumes can be a problem if engine left running
Fast food Fast service	Fast cooking, as food is often prepared/cooked beforehand. Cheaper prices. Easy to eat.	Often unhealthy choices. Not all packaging can be recycled so may be damaging for the environment.

Catering Options (continued)

Provision	Advantages	Disadvantages
Takeaways and drive-throughs	Fast and convenient. Cheaper prices. No need to get out of the car at drive-throughs, so convenient for families with children and disabled customers.	Menu choice is limited Often unhealthy choices
Tearooms and coffee shops	Service is usually fast. Food is often freshly prepared. Good for snacks and lighter meals. Branded coffee shops offer a familiar setting and menu.	Limited menu choice. Can be crowded. Seating may not be comfortable, for example raised stools. Can be expensive.
Delicatessens and salad bars	Offer a wide range of salads and sandwiches. Often sell hot food such as soups and jacket potatoes.	Waiting times can be long at peak times as food is often made to order Seating may be limited or in a small space
Pubs and bars	Food often available all day. Generous portion sizes. Wide menu choices. Prices often cheaper than restaurants. Comfortable atmosphere	Seating may not be comfortable, for example raised stools. Waiting time can be longer than some other options, for example fast food and cafes
Visitor attractions (for example theme parks)	Catering sited in convenient locations. Fast service. Choice of catering options to suit different guests. May offer meal deals or unlimited drinks	The food is often expensive. Can be long queues Small portions. Some visitor attractions don't allow you to take your own food in, so they have a captive market

Kitchen dress code

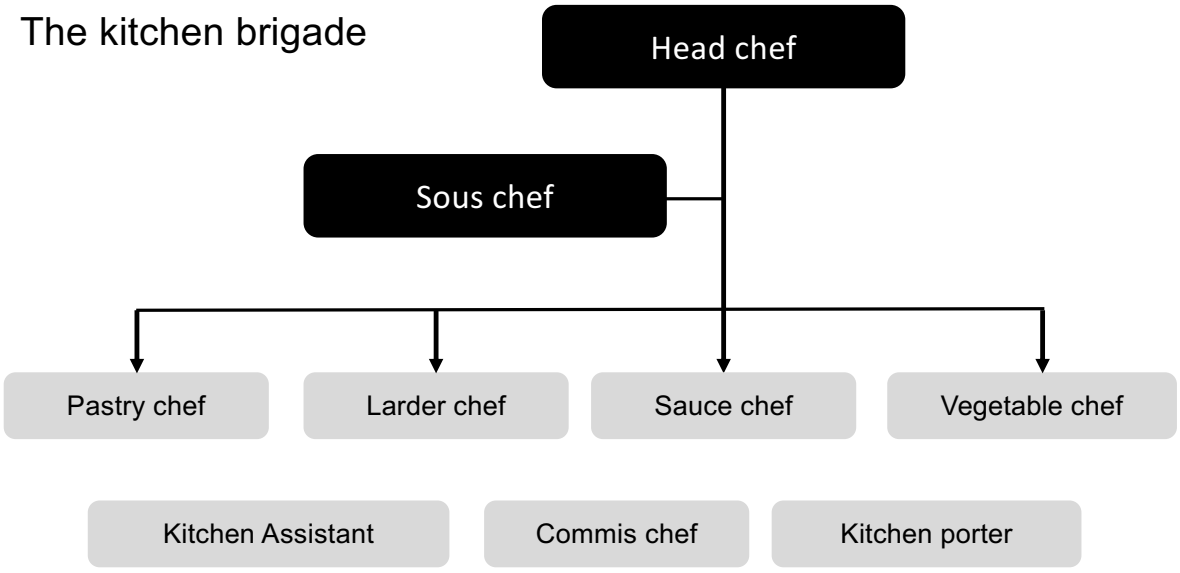
Where an item of clothing is for personal protection while doing the job then the employer must provide it free of charge.



A chef should wear:

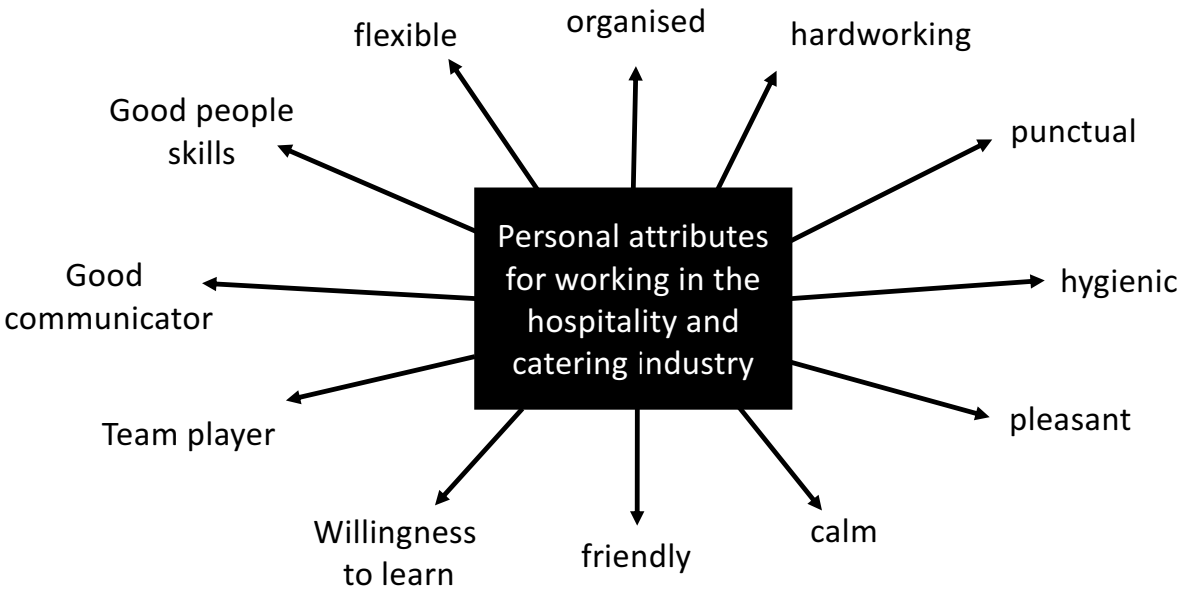
- **a jacket with long sleeves**, usually double-breasted, made from cotton to stay cool while still protecting the chef from heat, burns and scalds
- **trousers**, which should be loose fitting for comfort and made from cotton to keep cool; loose fitting trousers can be removed easily if hot liquids are spilled on them
- **apron** – this is worn around the waist, over the trousers, as added protection
- **hat** – called a toque, which is worn to prevent hair from falling into food
- **neckties** – these used to be worn to prevent sweat from dripping into food; they are not worn as often now due to improved ventilation in kitchens
- **safety shoes** – should have steel toe caps in case a knife or hot food is dropped on the feet
- **kitchen cloth** – tucked in the apron, kept dry for handing hot pans and equipment.

Job roles in the Catering industry



Personal attributes

A personal attribute is a quality or personality trait that someone has in their character. Different job roles require different sets of skills and personal attributes.



Job roles – Kitchen Staff

Executive (Head) Chef

Creating menus cooking and preparing food
Ordering and dealing with suppliers
Monitoring the quality of food going out of the kitchen and giving the finisher dishes their final touches
Managing staff: hiring, training, and sorting rota and pay
Managing and implementing legal legislation
Liaising with the general manager and meeting with other managers .
Dealing with problems or complaints.

Sous Chef

The next chef in command who will take over from the executive chef when they are away from the kitchen
Managing food preparation and directing tasks
Supervising staff and kitchen stations
Implementing legal legislation
Ensuring that food standards are maintained, as well as the high quality of the food
Assisting the executive chef with managing staff, creating a menu, and completing any admin

Working in the hospitality and catering industry

Job roles – Kitchen Staff

Chef de Partie

A chef de partie oversees a particular area within the kitchen

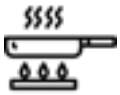
In larger kitchens a chef de partie may oversee other chefs within their station

Butcher chef (Boucher)

in charge of preparing meats before they are used in other stations.

Fish chef (Poissonnier)

Specialist chef in preparing fish dishes and sauces.



Fry chef (Friturier)

In charge of fried dishes.

Grill chef (Grillardin)

Specialist of foods that require grilling.

Pantry chef (Garde manger)

Responsible for preparing cold dishes (also known as a swing chef).

Roundsman (De tournant)

A relief chef. This person will fill in on stations.

Pastry chef (Pâtissier chef)

in charge of the pastry station where baked goods, desserts, and pastries are made

Working in the hospitality and catering industry

Job roles – Kitchen Staff

Apprentice / Commis Chef

Learning about food preparation techniques and assisting station chefs

Assisting with cleaning, deliveries and stock taking

Kitchen Plongeur

Aiping down walls, tiles, fridges, and freezers.

Maintaining and cleaning stations washing floors, taking out the rubbish

Cleaning all large equipment

Cleaning all the pots, dishes, and utensils

Kitchen Assistant

Washing and cleaning equipment and utensils.

managing waste disposal

Organising and managing equipment ready for the working day

Cleaning and maintaining hygiene and safety within the kitchen

Helping all station chefs (wash, peel, chop ingredients)

Kitchen Porter

Keeping the fridge/freezer and storeroom organised.

collecting equipment and utensils and washing them

Checking that all equipment is washed and placed away correctly

Unloading and taking deliveries

Emptying bins, sweeping and washing the floor

Working in the hospitality and catering industry

What training and qualifications do you need to work in the hospitality and catering industry?

Once you leave school there are lots of courses available at different further education colleges and universities to provide additional training and qualifications. Below are four examples of organisations which provide advice, courses and other training opportunities:

School

Level 2 Hospitality & Catering

College

Level 3 Advanced and professional cookery

Level 3 Hospitality & Catering

Level 2 Culinary Skills

Apprenticeship

University

Degree in Hospitality Management

Degree in Professional Cookery

Degree in Food and Culinary Arts

Chartered Institute of Environmental Health

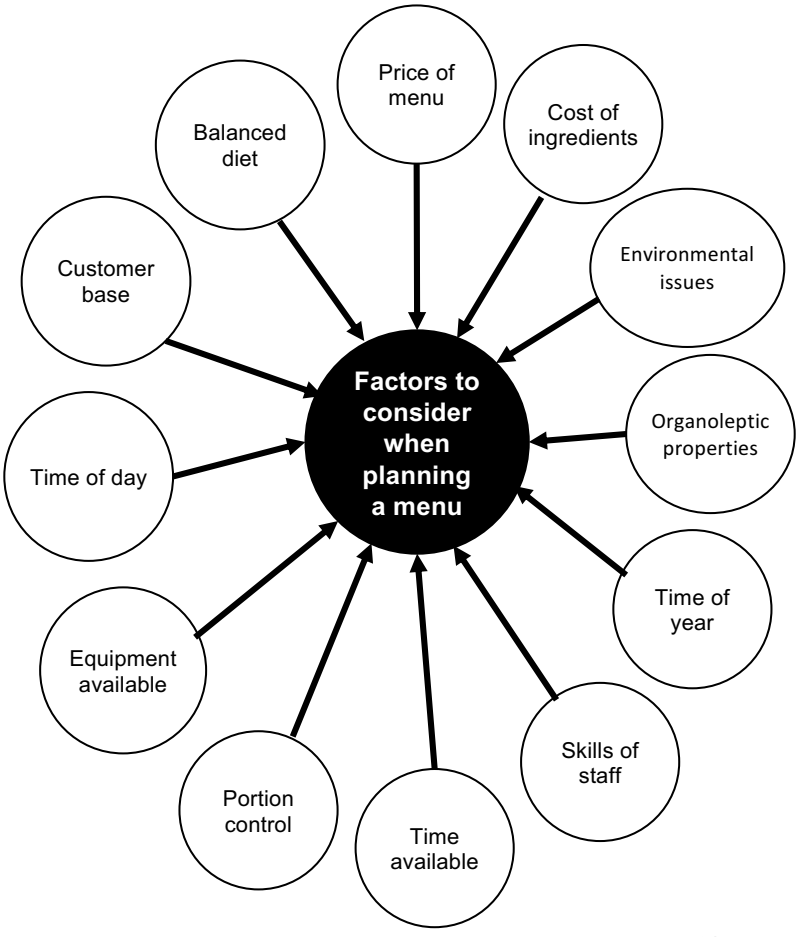
A training and awarding organisation for qualifications in food safety and hygiene

- Level 1/2 Certificate in Food Safety

Factors affecting menu planning

You need to be aware of the following factors when planning menus:

- **cost** (ingredients as well as business costs)
- **portion control** (value for money without waste)
- **balanced diets**/current national advice
- **time of day** (breakfast, lunch, and dinner menus as well as small plates and snacks)
- **clients/customers** (a menu with prices that will suit the people who visit your establishment).



Factors affecting menu planning

Customer

Who is the customer?
What age are they?
What nutritional requirements to they have?
Special dietary requirements
Budget
Time of day that the customer is eating ie. breakfast, lunch or dinner

Type of provision

Planning a menu depends on the size and type of provision. For example a small coffee shop would not require large industrial equipment. The customers visiting a coffee shop would also not want to wait very long for their food. They would also expect to be able to buy light lunch time dishes, not fancy fine dining dishes that take a long time to produce.

Cost

Cost of ingredients
A profit needs to be made
Customers budget
Type of provision
Competitive prices
Portion control

Factors affecting menu planning

Skills of the chef

The skills of the chef must be suited to the type of provision and the menu offered.

A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.

A café will require a chef who has a range of medium and complex skills to produce a suitable menu.

A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.

Time available

The type of provision will influence the amount of time a customer may be willing to wait for their dish to be prepared.

Can the chef prepare, cook, and present more than one dish at the same time?

Can some items be made in advance?

Average waiting time for a meal
5-6 mins fast food outlet
23 mins Restaurant
40 mins Fine dining

Equipment available

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef.

This includes kitchen equipment such as:

- hobs, ovens, and microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a sous vide or pizza oven
- hand-held equipment, for example electric whisks or hand-blenders
- other electric equipment, for example food processors.

Factors affecting menu planning

Time of year

The time of year can affect menu choices.

- Light and cold dishes such as salads are better suited to the summer months.
- Hearty dishes such as stews are more suited to the winter.
- Special dishes linked to holidays such as Christmas and Valentine's Day may also be included.
- The availability of seasonal produce can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.

Environmental issues

The chef will need to think about environmental issues when planning a menu.

- Can the chef reduce the amount of ingredients bought as well as reducing food waste?
- Can the chef reuse ingredients to create new dishes for example stale bread made into bread-and-butter pudding?
- Can the kitchen recycle waste wherever possible?

Running the kitchen sustainably will save money.

Organoleptic properties

Organoleptic properties are the sensory features of a dish (appearance, aroma, flavour, and texture).

The chef will need to think about how the dish will look and taste.
Is there a range of colours?
Do the flavours go well together?
Are there a variety of textures?

The organoleptic properties will need to suit the customer and the type of provision.

The difference between intolerances and allergies

- Food intolerances are more common than food allergies. The symptoms of food intolerance tend to come on more slowly, often many hours after eating the problem food. Typical symptoms include bloating and stomach cramps.

- A food allergy is a rapid and potentially serious response to a food by your immune system. It can trigger classic allergy symptoms such as a rash, wheezing and itching.

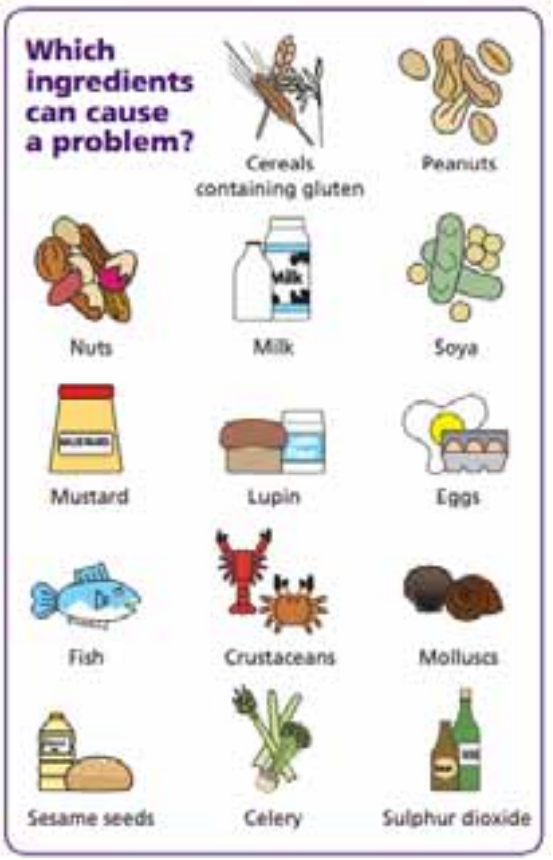
- Genuine food allergy is rare. About 2% of the population and 8% of children under the age of three are affected. (www.nhs.uk)

Reasons for food intolerance

- Some people react to certain foods and eating them may cause uncomfortable symptoms or, in rare cases, a severe illness.

- Food intolerance is more common in children than in adults. Children often grow out of the intolerance before they go to school.

Allergies



Symptoms of food allergies

A food allergy usually occurs between a few minutes and a few hours after eating a particular food.

The symptoms of food allergies vary:

• coughing
• dry, itchy throat and tongue
• nausea and feeling bloated
• wheezing and shortness of breath
• swelling of the lips and throat
• runny or blocked nose
• sore, red and itchy eyes

Anaphylaxis

Anaphylaxis is most commonly caused by food allergies, but can also be caused by other things, such as insect bites and drug allergies.

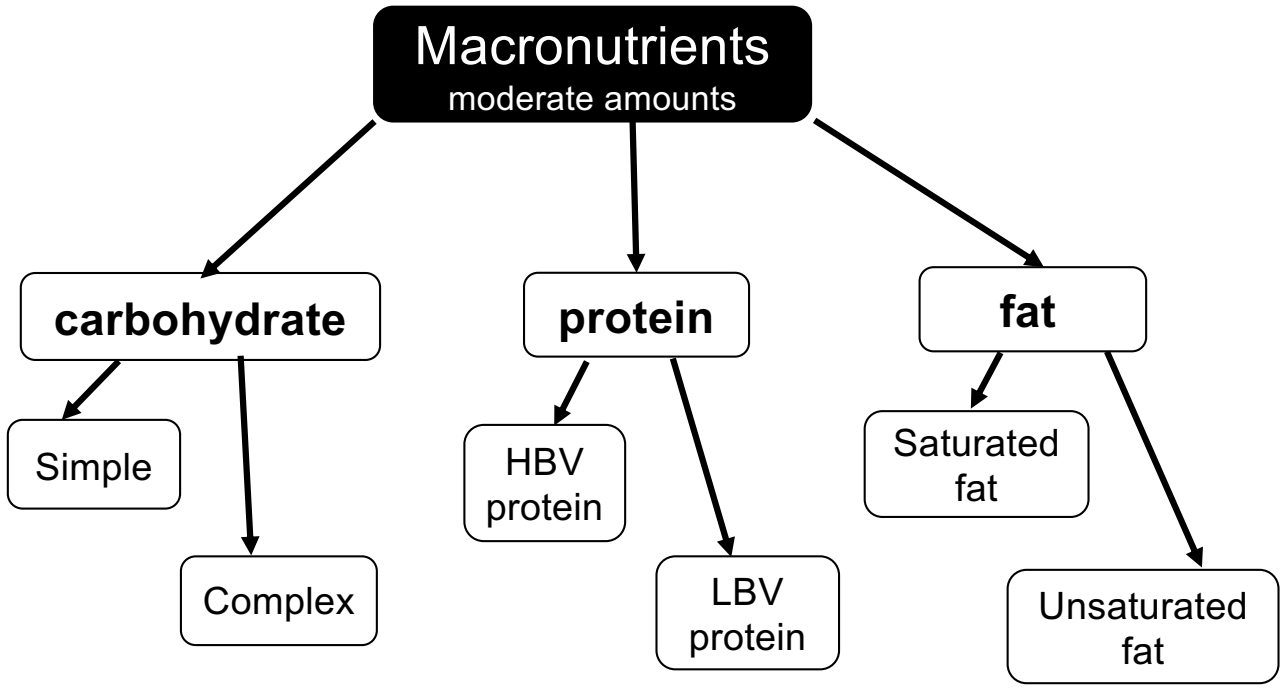
Peanuts, milk, eggs and fish are the most common foods to cause anaphylaxis in the UK.

- Feeling lightheaded or faint.
- Fast, shallow breathing, wheezing
- A fast heartbeat
- Clammy skin
- Confusion and anxiety
- Collapsing or losing consciousness

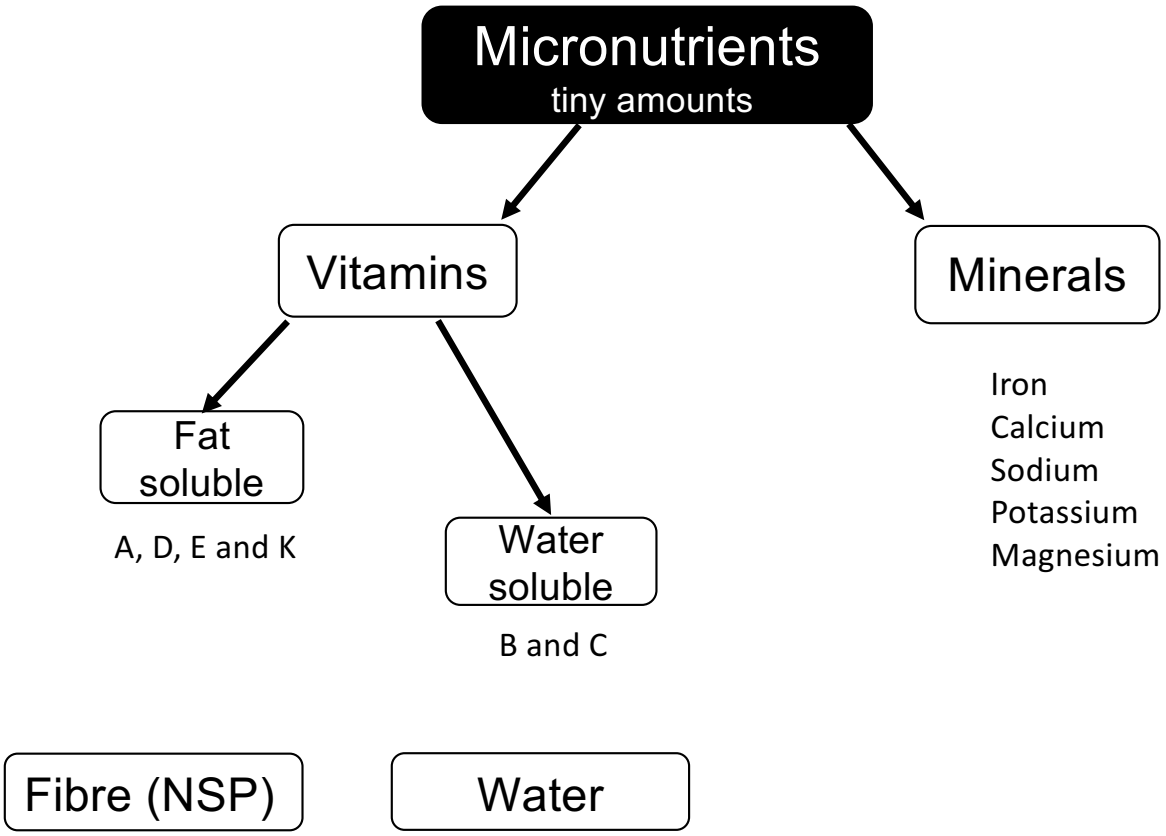
Allergens in hospitality and catering

- All menu items must be marked with any of the 14 major allergens they contain
- Wait staff should have a good knowledge of which allergens are present
- When using pre-prepared ingredients, kitchen staff should check the labels carefully to identify any allergens, e.g. Peanut flour used to thicken the sauce in a takeaway curry or milk present in a minor ingredient in a pre-packed or catered food

Understanding the importance of nutrition



Understanding the importance of nutrition



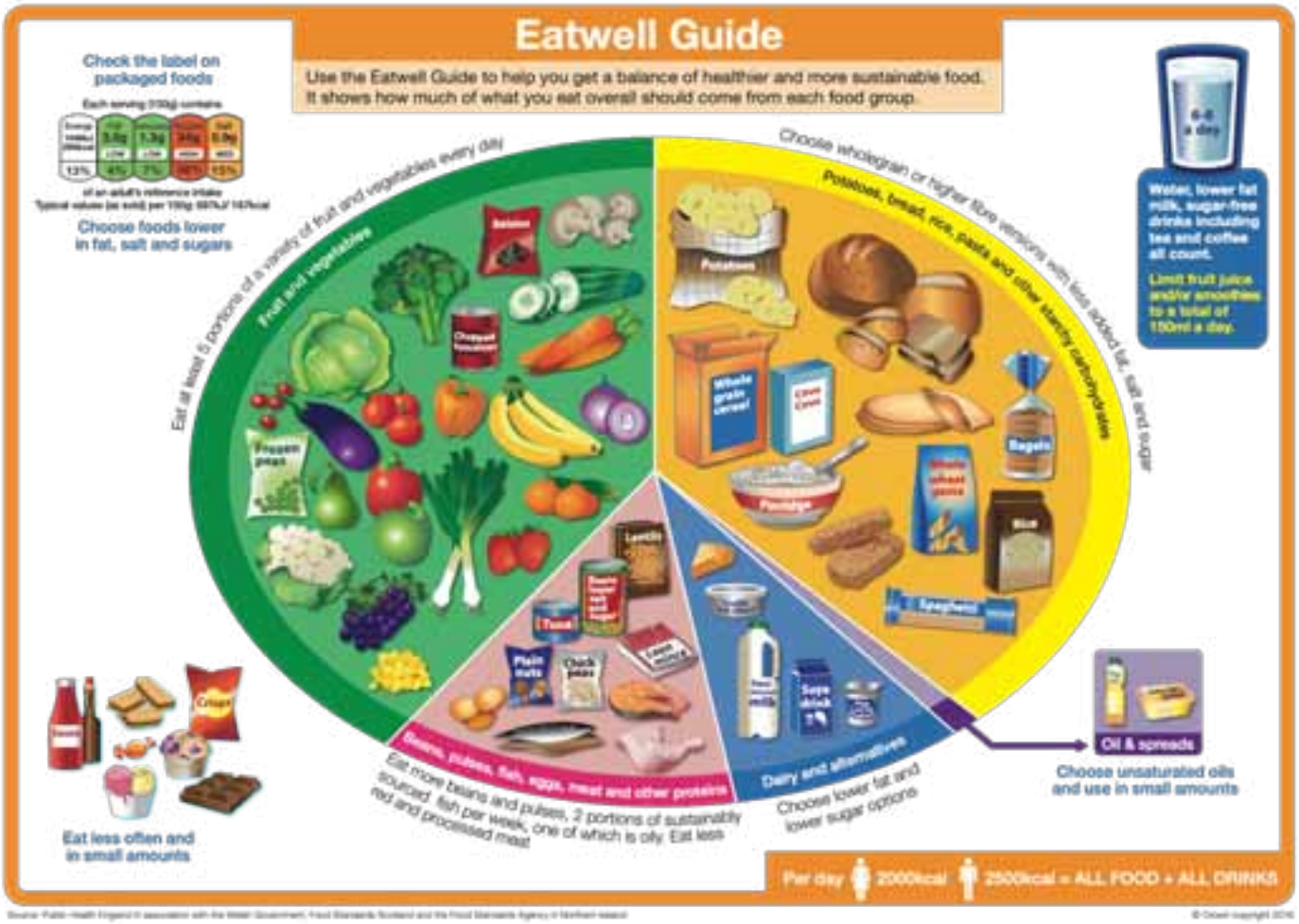
A Healthy Balanced Diet

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



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) Sugar gives a fast release of energy that means your blood sugar levels go up. Some foods contain natural sugars such as milk, fruit & honey.		**Complex Carbohydrates (starch)** Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired.
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

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 *Exception – soya beans*	Cereals, nuts, beans, seeds

Protein Complementation – two or more LBV proteins can be eaten together to provide all the essential amino acids, e.g. beans on toast or mixed bean and lentil curry. This is protein complementation, and is important for vegetarians and vegans.

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

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 diary 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)

Cholesterol - a fatty substance usually produced by the liver – is carried in the blood by proteins. When these proteins and fat combine, they are called lipoproteins. These two main lipoproteins can be good or bad for our health:
Low-density lipoprotein LDL is the bad type of cholesterol that can build up and clog the arteries, causing stroke and heart disease.
High-density lipoprotein HDL the good cholesterol can positively affect the body by helping clear cholesterol out of the arteries or removing excess cholesterol to the liver, where it is broken down and disposed by the body.

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 carotine) - 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 B1 **Thiamine**	Release of energy from carbohydrates 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 B2 **Riboflavin**	Energy release from foods / break down protein from food Healthy nervous system Maintain healthy growth and skin	Same as vitamin B1 Mushrooms
Vitamin B3 **Niacin**	Energy release from foods Helps the body use of protein and fat Helps with lowering fat levels in the blood Healthy nervous system, skin and hair	Same as vitamin B1
Vitamin **B9 Folate/Folic acid**	Helps body form healthy red blood cells Helps body use protein Important for the development of unborn babies (essential for pregnant women)	Liver and kidney Wholegrain products Pulses and seeds Leafy green vegetables, asparagus Potatoes

Water-soluble Vitamins

Vitamin	Function	Sources
Vitamin B12 **Cobalamin**	Supports production of energy Protective coating around nerve cells Brain function Production of red blood cells Not enough B12 can cause anaemia	Meat, fish and shellfish Dairy products, cheese, milk, yogurt Eggs
Vitamin C **Ascorbic acid**	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

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

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.

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.

Nutrition at different life-stages

Early childhood (3-8 years)

- Growth and weight are steady during the preschool age.
- All children will grow at a similar and steady rate until they reach adolescence.
- The brain is growing and developing during this stage.
- Muscles increase and body fat decreases.
- Stomachs are smaller; children require smaller meals which are full of nutrients.
- Children's food should be high in nutrients to promote growth and development.
- Children should consume healthy meals to encourage healthy eating habits.
- Young children are often active; therefore, they should be getting enough calories to provide the nutrients required.
- Children should consume a varied diet which is full of calcium and vitamin D to promote bone health and growth.
- Bone density increases and bone tissue gradually replaces cartilage.
- Processed foods should be avoided as they contain hidden saturated fats, salt, and sugar.
- A lot of energy is used for physical activity.

Adolescence (9-18 years)

- During puberty, young people will go through a big growth spurt; therefore, they will need extra food as they require more energy for growth.
- Protein is an essential macronutrient for bone and organ growth.
- The reproductive system will reach sexual maturity.
- Puberty starts - females usually start this before males. Females will need to increase their iron intake due to loss of iron during their menstrual cycle.
- Females need to make sure they eat enough food containing vitamin C and iron to prevent anaemia.
- High vitamin C intake is needed to help with the absorption of iron from foods.
- Teenagers can grow rapidly at this stage.
- Vitamins and minerals are vital for the correct development of bones and organs
- Males will start to develop muscle mass and will therefore require the right amount of protein each day.
- Processed foods should be avoided as they contain hidden saturated fats, salt, and sugar.
- A lot of energy is used for physical activity.

Nutrition at different life-stages

Early adulthood (19-45 years)

- The skeleton continues to take up minerals until peak bone mass is reached about 30 years of age.
- Adults should eat the recommended amount of nutrients to keep their immune system strong and prevent infection.
- Protein is required for repair and growth during this stage.
- The Eatwell Guide should be followed for a balanced diet.
- Pregnant and breastfeeding individuals need to increase folate, vitamins, and calories to help with foetus development and growth.
- Individuals who are breastfeeding will require more nutrients for the development of the baby.
- Women continue to menstruate until the menopause (approx late 40s to early 50s)
- Weight gain can occur if the energy intake of the diet is unbalanced and insufficient physical activity is taken.

Middle adulthood (46-64 years)

- Some females will go through perimenopause before transitioning into menopause.
- Perimenopause is when the ovaries produce less oestrogen.
- A female will go through the menopause later in this life stage - this is where the ovaries stop producing eggs.
- Both perimenopause and menopause can last up to 10 years; therefore, a female should increase calcium, magnesium and vitamins K and D to maintain bone health.
- Females going through the menopause should not consume too much phosphorous as it can accelerate the loss of some minerals needed for bone health.
- Dietary fibre should be eaten frequently during middle adulthood to aid the digestive system.
- Fats should be unsaturated and saturated fats should be consumed as little as possible as this could lead to obesity, heart disease or stroke.
- Weight gain can occur if the energy intake of the diet is unbalanced and insufficient physical activity is taken.
- Metabolic rate gradually slows down.
- The body needs to be maintained to keep it free from disease, strong and active.

Nutrition at different life-stages

Later adulthood (65+ years)

- Absorption of nutrients may decline during this stage as the digestive system becomes less efficient.
- Calorie intake decreases for those over 75 years old; this is because many older adults are less active at this age. The metabolic rate also slows down.
- The amount of fat needed decreases during this stage.
- Protein is needed to repair wounds and cells.
- Vitamin D should be consumed in the diet, and older people should get plenty of sunlight.
- Plenty of fruit and vegetables should be in the diet.
- Fatty foods and foods which are high in sugar should be limited as this can cause weight gain, and increase the risk of heart disease and type 2 diabetes.
- Chewing foods may become more difficult due to dentures or other health problems, which means softer foods are more desirable for some older adults.
- Dietary fibre is important as the digestive system may slow down
- Blood pressure may increase, only small amounts of salt/sodium should be consumed
- Eyesight may weaken – Vitamin A, C and E can help to prevent eye conditions
- The skeleton gradually starts to lose minerals and become weakened. This can develop osteoporosis. Calcium and vitamin D can help to maintain bone strength.

How to plan production

- **Before you start** make sure you have each of your recipes written out in clear simple step by step instructions
- **Identify your mise en place** for each dish and accompaniments and complete this section first.
- Write a **rough plan** on another sheet of paper of the order that you need to make your dishes in
- Writing up the time plan – **start with the process**; this needs to include every stage of the making process for both of you dishes and accompaniments. It needs to be detailed enough for someone else to make your dishes and include the quantities of ingredients needed.
- Include details about the serving of your dishes.
- Once the process section is complete, add the **timings**. Who long will it take you to complete each stage? This needs to start at 9.00 and end at 12.00 (3 hours)
- Finally the **special points**. This needs to include:
  - The 4 C's
  - **Chill** - Temperatures of storage
  - **Cook** - Core cooking temperature
  - **Clean** - Personal hygiene, kitchen hygiene
  - Ways to prevent **cross-contamination**
  - Types of risk, food safety or personal safety
  - Washing up regularly
  - **Contingencies / Quality control** – what could go wrong and how could you fix it?

How to plan production - Glossary

Commodity list with quantities

A production plan needs to include list of all the ingredients needed and their quantiles.
An ingredients list can be a stand-alone list or included in the production plan.

Equipment list

you need to note all the equipment you will need to prepare and cook the dish. The equipment list could be included as an additional column on the production plan or as a stand-alone list.

Health, safety, hygiene, and storage

An additional column on the product plan adds all the health, safety and hygiene points you need to consider. Such personal hygiene points would include wearing an apron, washing your hands and removing your jewellery. Food should be stored in the fridge between 2°C and 5°C and in the freezer below -18°C. Different chopping boards should be used for different foods, and raw meat should be prepared separately in the kitchen.

Mise en place preparation before cooking

Equipment should be prepared before weighing and measuring ingredients. Ingredients should be stored correctly, ready to be used. If preparing a fish to be cooked, it should be washed, cut, deboned, and filleted. The production plan should be read very carefully, and the stages should be understood. The oven must also be turned on to the correct temperature.

Quality points

Quality points should be checked before preparing, cooking and serving. All equipment should be checked for damage and cleanliness, and fruit and vegetables should be fresh, bright, and not bruised. When using fish, the 'use by' date should always be checked, and the fish should smell fresh, have bright eyes, and should be firm and shiny (not slimy). Meat should also be checked to make sure it is not past its 'use by' date; it should smell fresh and feel firm. Meat needs to be the right colour and shouldn't be too fatty.

Hot holding and serving

Food should be kept at 63°C for a maximum of two hours only. The correct equipment needs to be used to hot hold foods, the food should be served simultaneously, and the temperature of food needs to be checked using a food probe.

How to plan production - Glossary

Cooling

You should ensure that cooked foods are cooled rapidly at room temperature and placed in the fridge within one to two hours. Alternatively, a blast chiller can be used to decrease the temperature quickly.

Cooking

When cooking food, follow the recommended time, use a food probe to check the correct temperatures, follow all food hygiene standards, clear up as you go along and check the flavouring of dishes before serving.

Timing

The timing of each step is critical to make sure dishes are served to the customer simultaneously, and at the correct temperature. Planning for each stage of preparing and cooking will help with the organisation and overall success of the dishes.

Contingencies

A contingency plan is in place in case something goes wrong and should be considered in each stage of the production plan. For example, over-whipping the cream. In this case, you should have spare ingredients to replace the cream. If you cut yourself, you should know who the first aider is and where the first aid box is situated. If there is a fire, you should know what to do in a small kitchen fire, and you should be able to locate a fire blanket and the closest fire alarm.

Sequencing/dove-tailing

This is an essential process of planning; it is the order of the production. Sequencing or dove-tailing needs to be considered to ensure all dish parts are ready simultaneously. When designing the menu for your brief, you will need to consider the correct order of preparing and cooking the dishes.
For example, making ice cream after other dishes will mean it won't be ready in time, as it takes longer to set and freeze.

How to plan production – examples of special points

Safety	Hygiene	Temperature & Dates	Cooking	Contingencies
Use oven gloves	Check all equipment is clean before using	Fridge 1-4° C	Pre-heat oven	If dish is not cooked return to oven & cook further ……mins.
Hold knife point downwards	Use correct coloured knives/boards	Freezer -18 °C	Cooking time – in minutes	If pastry is too dry add more water
Do not put knives in sink	Meat - Red board Raw Fish - Blue board	Hot Holding above 63°C	Oven Temperature e.g. Gas 6 /200°C	If meat does not reach 75°C return to cook further……..mins.
Avoid cluttered work surfaces	Salad and fruit - Green board	Avoid Danger zone 5° – 63°C	Grease & line tin to prevent sticking	If sponge does not spring back return to cook further ….mins.
Open lids away from you to prevent scalding	Bakery & Dairy - White Cooked	Boiling Point 100°C	Cakes should be golden brown	If there is yolk in egg whites save for another dish and use fresh eggs
Don't overheat oil -know your temperatures	Store raw and cooked food separately	Core Temperature above 75°C	Bread & cakes should be well risen	Use lemon to avoid enzymic browning
Pan handles facing inwards	Wash hands using anti-bacterial soap.	Don't put hot foods in the fridge	Bread should sound hollow when cooked	Check quality of all ingredients/visual check Have extra ingredients in case something goes wrong
Put a damp cloth under boards	Cover food before placing in fridge	Pre-heat oven	Consistency of food - check recipe	If the sauce is too thick add more liquid If the sauce is too thin continue to simmer
Sharpen knives before use	Sanitise worktops to kill bacteria.	Cover and Chill in fridge 1° – 4°C	Use bones for stocks	Look through the glass panel in oven before opening door.
Store knives safely.	Wash up in hot, clean soapy water to kill bacteria	Use a temperature probe correctly	Use a cooling rack to cool effectively	Always check seasoning and adjust accordingly

How to plan production - examples of special points

Safety	Hygiene	Temperature & Dates	Cooking	Contingencies
Ensure frozen food is completely defrosted	Rinse in clear water and air dry	Wrap in cling film before chilling.	Use lids to conserve energy	Test oil temperature before deep frying- use bread or thermometer
Clean cooker to remove all food scraps.	Remove all jewellery	Check use by & best before dates.	Baking bind to prevent centre rising	Ensure food e.g. vegetables are the same size to ensure even cooking
Use electrical equipment safely. No wet hands	Always use a blue plaster for cuts	Store high risk food in the fridge	Turn off oven, rings when not in use	If you burn something you need to start again with fresh ingredients
Bridge & claw techniques when using knives	Remove nail varnish Hair correctly tied back	Always apply FIFO rule	Using a timer for accurate cooking	Ensure water is boiling before adding food or cooking time will be incorrect
Mop up any spills immediately	Put only cold food in the fridge or freezer	Never refreeze food	Use correct size ring to conserve energy	Sauce – stir to avoid lumps using a wooden spoon

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	

Rating Tests

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

Smell (Aroma)

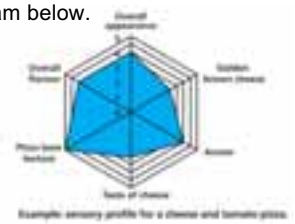
Burnt	Yeasty	Garlicky
Fragrant	Sickly	Spicy
Fruity	Spicy	Stale

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.



Year 9 Geography Knowledge Organiser

Contents Page

Topic	Pages
Geography overview	Pages 3 - 10
How to protect our crumbling cliffs	Pages 11 - 33
Development and *Globalisation*	Pages 34 - 44
Water issues and management	Pages 45 - 61
Tourism	Pages 62 - 82
Glossary of Key terms	Pages 83 - 89
Maps	Pages 90 - 103

GEOGRAPHY OVERVIEW

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

Geography Connectives

At the end of every sentence ask yourself – *'So ?'* , '*And ?'* and '*Why ?'*

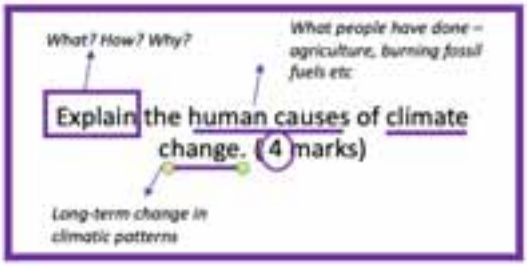
This means that …
As a result of this …
This leads to …
The result of this …
This results in …
In the future this may lead to …
As a consequence of this …
This occurs because …
The reasons for this is …
This causes …
An example of this is …
The reason for this is …

… 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 …

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 ?

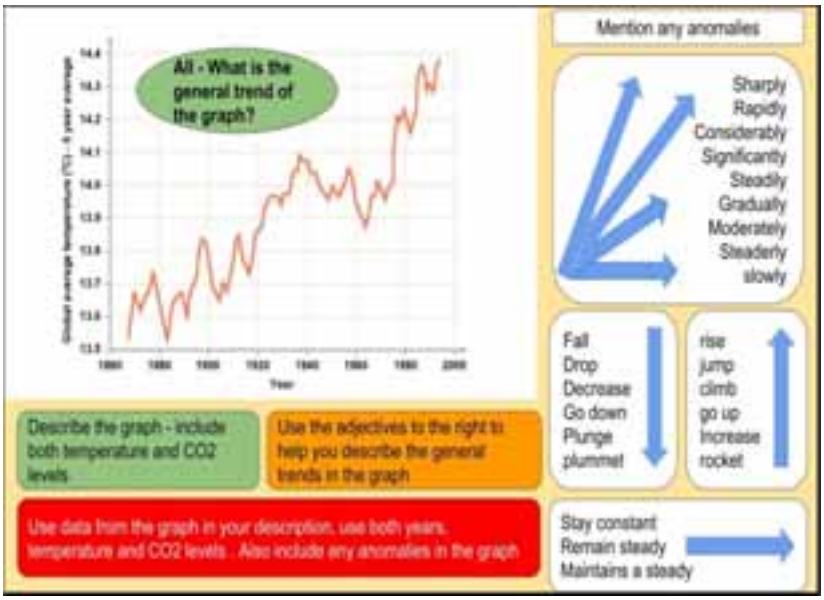
Explain
Develop your point using connectives such as '*This means that*' or '*therefore*' or '*this shows that*'

Link
How does your point link back to the question ?

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.



Reading maps in Geography – *‘CLOCK'*

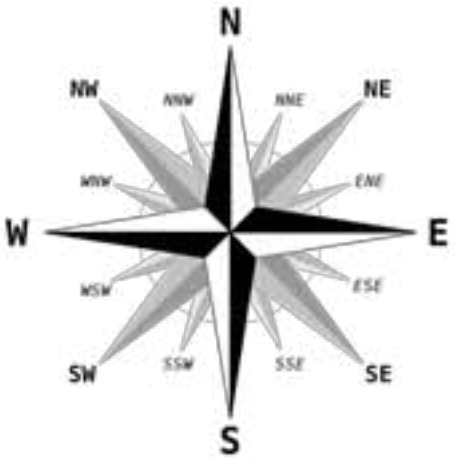
C = Country

L = Latitude / longitude

O = Oceans and Seas

C = Compass points

K = Kilometres (distance and scale



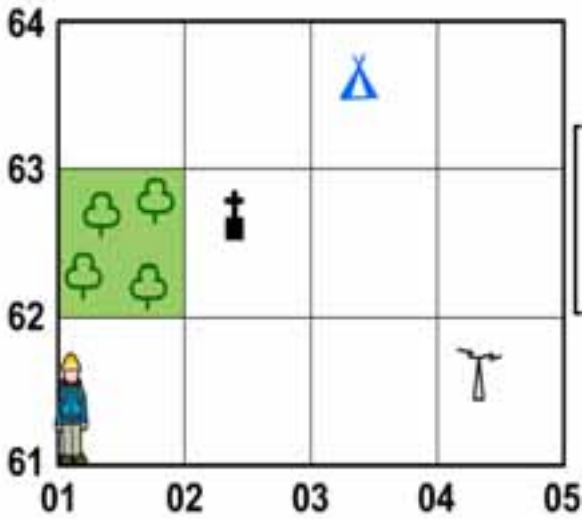
Using OS maps in geography

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.



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 ?

How to Protect our crumbling cliffs

Coasts: Waves

Key Term	Definition
Constructive Wave	A low energy wave characterised as having a strong *swash* and a weak back wash. Leads to the build up of a *beach*.
Destructive Wave	A high energy wave characterised as having a strong *backwash* and a weak *swash*. Leads to the removal of *beach* material.
Swash	The forward motion of waves up a *beach*.
Backwash	The backwards motion of waves down a beach.
Fetch	The distance travelled by wind or waves across open water.
Frequency	How often the waves occur. Low frequency = 6-8 waves per minute High frequency = 10-14 waves per minute
Wave Peak	The highest point of the wave.
Wave Trough	The lowest point of the wave, occurs between two peaks.

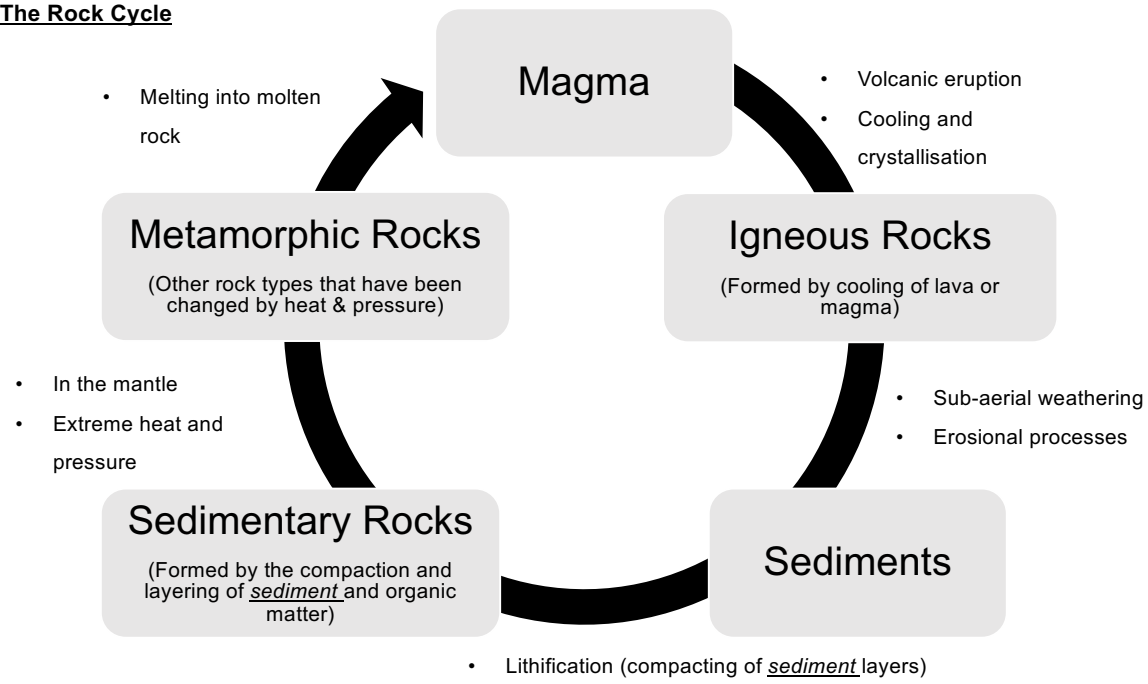
***Constructive Waves*:**

- Strong *swash* AND weak *backwash*
- Contribute to the build up of beach material
- Elliptical wave orbit
- Low *frequency* and long wave length
- Shallow wave height

***Destructive Waves*:**

- Weak *swash* AND strong *backwash*
- Leads to the removal of beach material
- Circular wave orbit
- High *frequency* and short wave length
- Steep wave height

Coasts: The Rock Cycle



Coasts: *Sub-Ariel Weathering* and Mass Movement

Sub-Ariel Weathering
The breakdown of rocks at Earth's surface, without the influence of marine erosion.

Biological Weathering
Breakdown of rock due to plants or animals
- Animals burrowing into the cliff face, displacing rocks
- Plant roots growing into rock cracks and breaking them apart

Chemical Weathering
Breakdown of rock through changing its chemical composition.
- Carbonation (acidic rain dissolving rocks)

Physical Weathering
The breakdown of rock without changing its chemical composition.
- Freeze-Thaw (water getting into cracks, freezing- pushing rocks apart, thawing then repeating process until rock breaks apart)
- Wetting and Drying (shrinking and expanding of material)

Mass Movement
Large movements of soil and rock debris down slopes in response to the pull of gravity.

Types of Mass Movement	Description	Diagram
Rockfall	Rock fragments break away from cliff face due to weathering	
Landslide	Blocks of rock slide downhill along a slide plane	
Mudslide	Saturated soil flows down a slope	
Slumping	Saturated soil slumps along a curved surface	

Coasts: Marine Erosion Key Terms

Hydraulic action

Air becomes trapped in joints and cracks on a cliff face. When a wave breaks, the trapped air is compressed which weakens the cliff and causes erosion.

Attrition

Waves smash rocks and pebbles on the shore into each other, and they break and become smoother.

Abrasion

Bits of rock and sand in waves grind down cliff surfaces like sandpaper.

Solution

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

Coasts: Erosional Landforms (Headlands & Bays)

Alternating bands of hard and soft rock.

↓

The bands of soft rock, such as sand and clay, erode more quickly than those of more resistant rock, such as chalk.

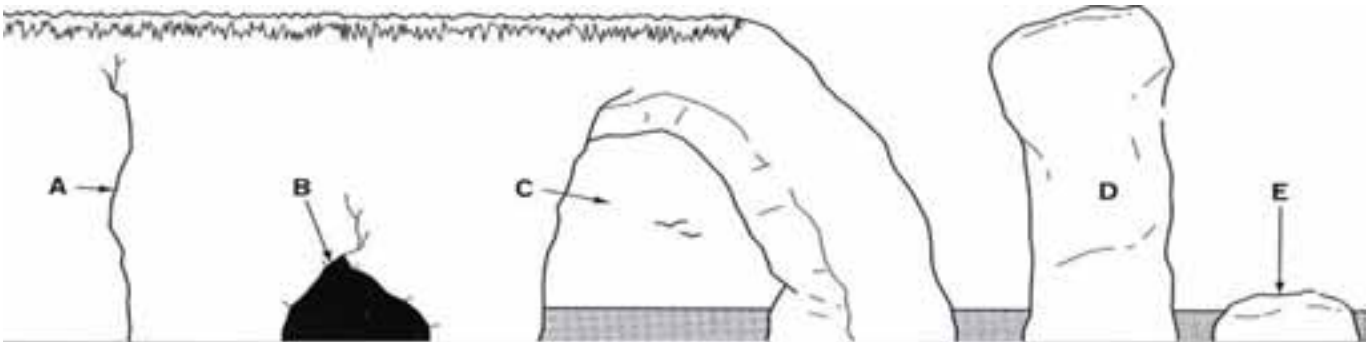
↓

This leaves a section of land jutting out into the sea called a headland.

↓

The areas in-between *headlands*, where the soft rock has eroded away, are called *bays*

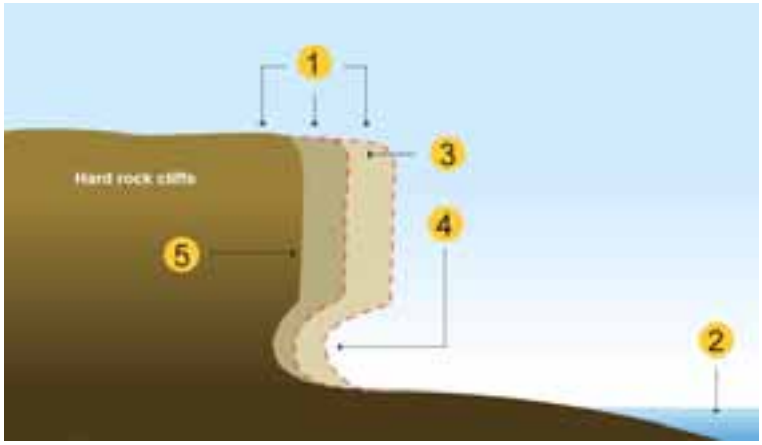
Coasts: Erosional Landforms (Caves, Arches, Stacks, Stumps)



Cracks forms in the cliff face due to *hydraulic action* → *Hydraulic action* and ***abrasion*** force the crack to grow into a **cave** → The cave become larger before breaking through the headland, leaving a natural **arch** → The arch us broken down by subaerial weathering and collapses → This leaves a tall rock column called a **stack** → The stack is eroded and weathered forming a **stump**

Coasts: Erosional Landforms (*Wave-Cut Platforms*)

1. Weather weakens the top of the cliff.
2. The sea attacks the base of the cliff forming a wave-cut notch.
3. The notch increases in size causing the cliff to collapse.
4. The *backwash* carries the rubble towards the sea forming a *wave-cut platform.*
5. The process repeats and the cliff continues to retreat



Coasts: *Transportation* Key Terms

Transportation

The movement of material in the sea and along the coast by waves.

Traction

Large pebbles and boulders are rolled along the seafloor.

Suspension

Beach material is suspended and carried by the waves

Saltation

Beach material is bounced along the seafloor

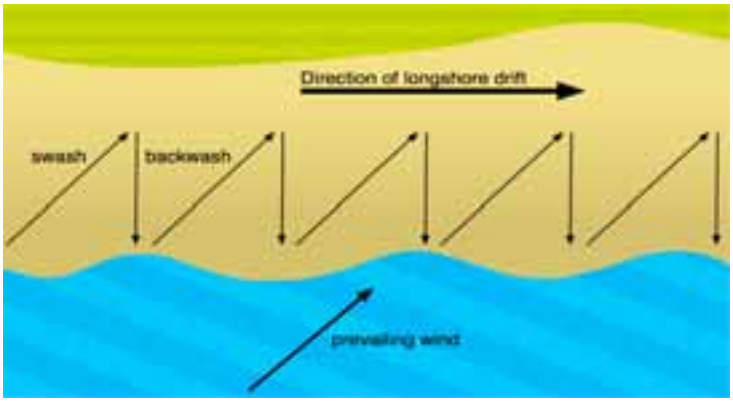
Solution

Material is dissolved and carried by the water

Coasts: *Longshore Drift*

The movement of material along the coast is called longshore drift.

- The prevailing wind blows waves carrying *sediment* into the beach at an angle
- The waves break on the shore and due to gravity the water runs back, perpendicular to the angle of the shoreline
- The sea carries the *sediment* back down the beach in its *backwash*
- This results in a zigzag motion as sediment is transported laterally along the coastline



Coasts: Depositional Landforms (*Beaches*)

Beaches are found between the high water mark and low water mark

↓

Formed by *constructive* *waves* depositing material

↓

Sand beaches are flat and wide, particles are small and the beach profile is gently sloping

↓

Shingle beaches are steep and narrow, particles are large and the beach profile is steeply sloping

Key Terms

Sediment

Sediment is a naturally occurring material that is broken down by processes of weathering and erosion

Shingle

Small rounded pebbles

Coasts: Depositional Landforms (*Spits*)

Spits form where the coast sharply changes direction

↓

Longshore drift transports *sediment* past the bend in the coastline and deposits it in the sea.

↓

Strong winds and waves curve the end of the *spit* (recurved tip)

↓

Sheltered areas behind *spit*s are protected from waves- which means plants can grow there

↓

Overtime this sheltered area can become a *mudflat* or salt marsh

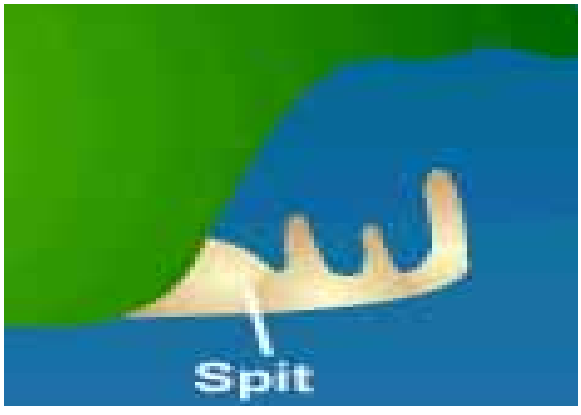
Key Terms

Mudflat

Also known as 'tidal flats' – it is a stretch of muddy land left uncovered at low tide

Saltmarsh

An area of coastal grassland that is regularly flooded by seawater



Coasts: Depositional Landforms (*Bars*)

Formed when a *spit* joins together two *headlands*

The *bar* cuts off the bay between the *headlands* from the sea

A *lagoon* forms behind the *bar*

Key Terms

Lagoon

A pool of shallow salt water separated from the sea by a low sand *bar* or coral reef

Coasts: Human Activity and The Coast

The uses of the coast:

1. Water Sports

2. Offshore Wind Farm (Energy)

3. *Tourism*

6. Security and Rescue

4. *Ports* and Harbours

5. Fishing

Coasts: Human Activity and The Coast

Threats to the coast:

1. Coastal *Flooding*

2. Beach Litter/ Garbage Dumping

3. Oil Spillages

4. Over Fishing

5. Coral Bleaching

6. Increased *Erosion*

Coasts: Coastal Management

Shore Line Management Plans:

- Local councils prepare *shoreline management plans* to prepare and protect against coastal *flooding*
- Councils will weigh up the benefits of building the defences against the cost of building them

Option	Description	Explanation
Do Nothing	Do nothing and allow gradual erosion	• Option if the land has a lower value than the cost of building expensive sea defences
Hold the Line	Use hard-engineering techniques to defend the coastline	• Hard-engineering techniques are only used when the land being protected is particularly valuable • Sea defences need continuous maintenance and upgrading which is expensive
Retreat the Line	Allow a break in existing coastal defences to allow land to flood naturally between low and high tide	• Option if the area is at high risk of erosion. It usually occurs where the land is of low value (e.g. farm land) • People will need to be evacuated from flood risk areas.
Advance the Line	Build new coastal defences further out to sea	• Most expensive option as it requires a huge engineering project.

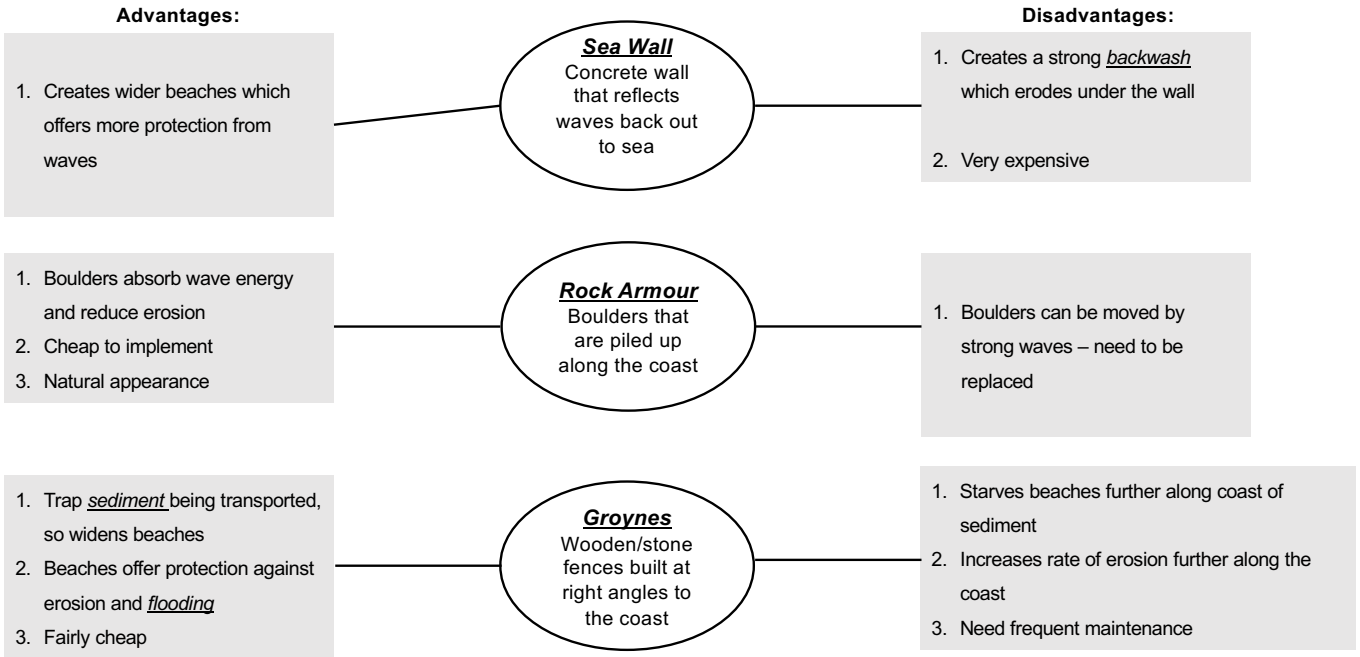
Key Terms

Hard Engineering
Man-made structures built to control the flow of the sea and reduce *flooding* and erosion

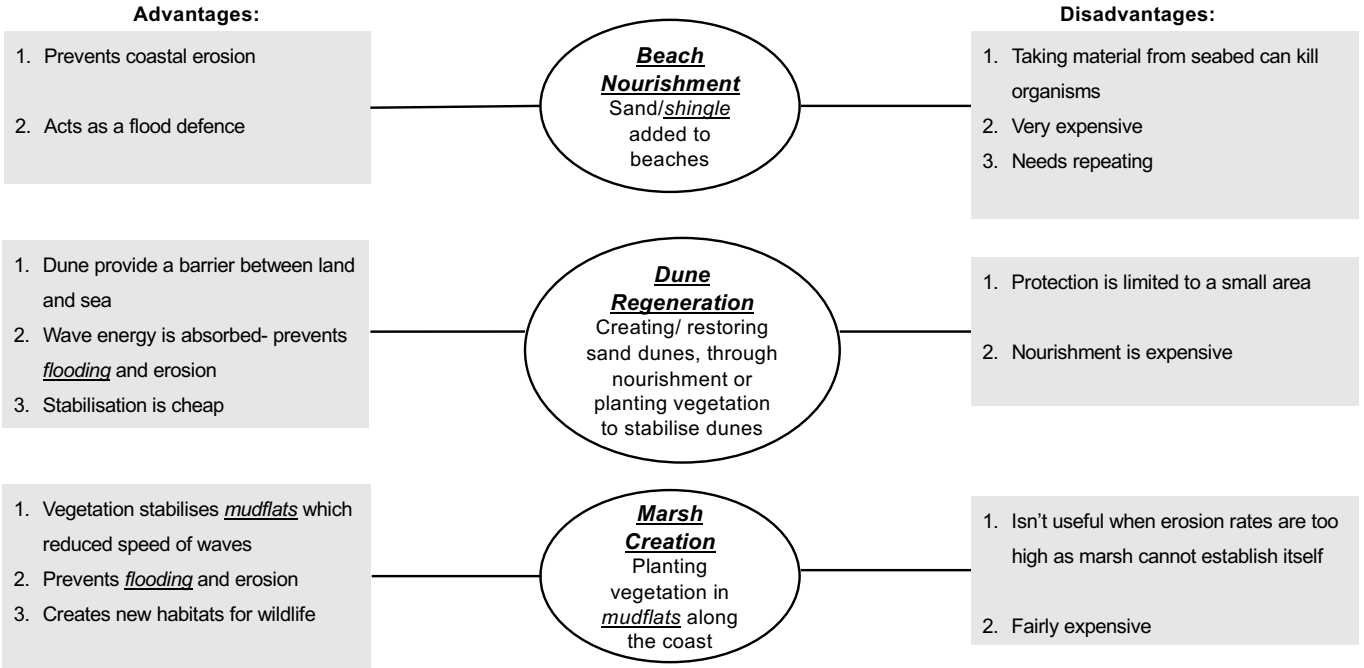
Soft Engineering
Schemes set up using knowledge of the sea and its processes to reduce the effects of *flooding* and erosion

Shoreline Management Plan
A non-statutory document that provides an overview of the long-term risks associated with coastal processes.

Coasts: Coastal Management- *Hard Engineering* Strategies



Coasts: Coastal Management- *Soft Engineering* Strategies



Coasts: Holderness Case-Study (1)

Location: Holderness, East Yorkshire, UK
Distance: 61km from Flamborough Head (headland) - Spurn Head (a *spit*)
Erosion: 1.8m of land lost/ year (fastest eroding coastline in Europe)

Reasons for rapid erosion:

1. Easily eroded rock type (boulder clay cliffs are likely to slump when wet)
2. Narrow beaches don't slow the speed of oncoming waves
3. Sea defences worsening the erosion rates further along the coastline (*groynes* trap sediment, so beaches further along coast are malnourished)
4. Powerful waves- deep water, storm surges and long *fetch*

The Effects of Rapid Erosion-

Social Impacts:

1. Homes near the cliffs are at risk of collapsing into the sea (e.g. in Skipsea)
2. Accessibility to some settlements affected as cliffside roads have been lost due to erosion
3. Gas terminal at Easington is at risk (only 25m from cliff edge) This terminal accounts for 25% of Britain's gas supply

Environmental Impacts:

1. Some Sites of Special Scientific Interest (SSSI) are threatened (e.g. the *lagoons* near Easington)

Economic Impacts:

1. Property prices along the coast have fallen sharply
2. Businesses and jobs are lost (e.g. Seaside Caravan Park at Ulrome is losing approx. 10 pitches/ year to erosion)

Coasts: Holderness Case-Study (2)

Coastal management: The Issues

1. *Terminal groyne syndrome* (where the rate of erosion following the last groyne is increased) e.g. Cowden Farm, South of Mappleton is now at risk
2. *Groynes* prevent eroded material being transported to the Humber Estuary = increased risk of *flooding* there
3. Coastal erosion has increased at the Lincolnshire Coast (south of Holderness)
4. Spurn Head is at risk of being eroded away as less *sediment* is being added to it
5. Sea defences need continuous maintenance = expensive

Engineering Strategies along the Holderness Coastline:

Bridlington
- 4.7km long *sea wall*
- *Groynes*

Mappleton
- *Groynes*
- *Rock Armour*
- Gently sloping cliff profile

Hornsea & Withernsea
- *Sea wall*
- *Groynes*
- *Rock Armour*

Spurn Head
- *Groynes*
- Dune Stabilisation

Easington
- *Rock Armour*

Skipsea and **Great Cowden** do **NOT** have coastal defences and so are experiencing enhanced erosion due to **'Terminal Groyne Syndrome'**

Terminal Groyne Syndrome – Accelerated erosion of the beach down drift of the last groyne. There is a lack of *sediment* because longshore drift has been interrupted by the *groynes*.

Coasts: *Climate* Change and the Coast

Sea levels are rising due to *Global Warming*

- Global sea levels are rising at a rate of approx. 2mm per year
- Predictions estimate that by the year 2100, sea levels could have risen between 30cm-1m

Key Terms:

Global Warming
The gradual increase in the overall temperature of the Earth's atmosphere

***Global Warming* has two effects that causes Sea Levels to rise:**

Melting Ice

- Increased temperatures melt glacial ice caps
- This melted ice water returns to the oceans
- This increases the volume of water in the oceans and causes the sea levels to rise

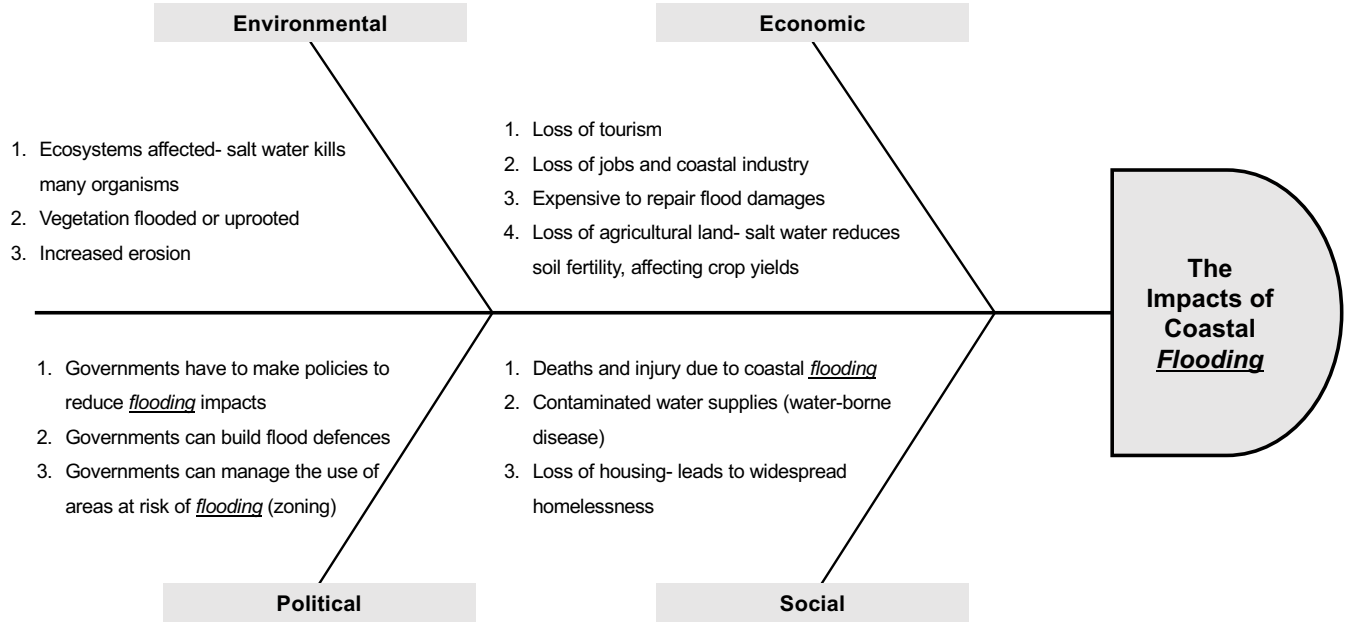
Thermal Expansion

- Increased global temperature causes oceans to get warmer
- Heated water particles expand
- This expansion increases the volume of water, causing sea levels to rise

Rising sea levels mean that low-lying parts of the world are at increased risk of coastal flooding.

E.g. Bangladesh and the Maldives

Coasts: The Impacts of Coastal Flooding



Coasts: The Maldives Case-Study

Location: The Maldives, Group of Islands in the Indian Ocean

Number of Islands: Approx. 1200- of which 200 are inhabited

Average Island Height: 80% of land is below 1m

Population: Approx. 440,000 people

The Problem: Due to rising sea levels, scientist predict The Maldives will be completely submerged within 50- 100 years

Key Terms:

Submerged
To be completely covered by the sea/ocean

Desalination
The expensive process of removing salt from sea water, making it drinkable

Carbon Neutral
Action to remove as much carbon dioxide from the atmosphere as each put into it.

The Impacts of Coastal *Flooding* on the Maldives

Social
1. Severe *flooding* causes housing damage, leaving whole communities homeless
2. Less fresh water available- saltwater contaminates freshwater supplies so locals have to rely on rainwater or build expensive desalination plants

Environmental
1. Loss of beaches- *flooding* erodes beaches which destroys animal habitats
2. Loss of soil- soil on the island is shallow and easily washed away, leaving the land infertile so crops cannot grow

Economic
1. Loss of tourism- largest industry in the Maldives. If main airport cannot operate then international tourism will be lost
2. Disrupt fishing industry- fish are the Maldives largest export. Coastal *flooding* may damage fish processing plants

Political
1. Maldivian government has asked the Japanese government to give them $60 million to build the 3m high *sea wall* that protects the capital city, Malé
2. The Maldives has pledged to become carbon neutral so as not to contribute to *global warming*
3. Government is considering buying land in countries like Indian and Australia and moving Maldivians there (environmental refugees)

Development and Globalisation

Development keywords

Key term	Definition
Development	The change that a place goes through to improve the standard of living and quality of life, including income, equality and education.
Sustainable development	Development that occurs which meets the needs of the present without ruining it for future generations.
Development indicator	Ways to measure the level of development of a place.
Social development indicator	Measurements of how people live in an area, e.g. Health (life expectancy, numbers of doctors per 1,000), Education (% in primary education) and Equality (fair distribution of wealth, equal gender pay).
Economic development indicator	Measurements of the wealth of an area, e.g. Gross Domestic Product per capita (*GDPpc*), Gross National Product or types of jobs (*primary, secondary, tertiary, quaternary*).
Composite (combined) development indicator	Where the measurement of development takes more than one *development indicator*, e.g. The HDI.
Gross National Product per capita (*GDP pc*)	Gross Domestic Product (the total value of all goods and services in that country) plus earnings from foreign investment divided by total population (an average).
Purchasing Power Parity (PPP)	Compares what the same amount of money can buy in different countries taking into account the different cost of living.
Human Development Indicator (HDI)	A measure from 0-1, where 1 is the most developed. It uses GNP pc, number of years in school, and life expectancy to get a good measure of how people are invested in by the government.
Globalisation	The process of a place becoming more interconnected to the world trade, communication, culture and technology.
Infrastructure	The basic structures and services needed by any society such as water supplies, sewage systems, roads or bridges

Key term	Definition
Low Income Countries (LICs)	Poorer countries with a Gross National Income of less than $1,045/year, per person, e.g. DR Congo and Mali.
Medium Income Countries (MICs)	Countries with a Gross National Income of between $1,045 and $12,735/year, per person. Split again between Lower Middle Income ($1,045-$4,126 and Upper Middle income). Lower *MIC* e.g. s India and Turkey. Upper *MIC* egs Brazil, China and South Africa.
High income Countries (HICs)	Richer countries with a Gross National Income of more than $12.375/year, per person, e.g. UK, USA, Germany.
Newly Industrialised Countries (NICs)	Countries that are developing fast because of rapid growth in recent years, e.g. Brazil, Russia, India and China (the BRICs).
Multinational Companies (MNCs)	A company that manufactures and trades across the world. They usually have their headquarters in *MIC*s, where the profit goes to shareholders, e.g. Nike, Apple, Google and Amazon.
Brandt Line	An imaginary line that has split the world into the 'Rich North' and the 'Poor South', based on *GDP* pc in the 1980s.
Poverty Line	The estimated minimum level of income needed to secure the necessities of life (food, water, shelter).
Formal jobs	Jobs that the government are aware of and that pay tax so can help reinvest into the country. They have contracts and come with workers protection.
Informal jobs	Jobs that don't pay taxes, that don't have formal contracts, benefits or protection. HICs have very few *informal jobs* with *LIC*s having a lot.
Primary economic sector	All jobs involving extracting raw materials, rearing animals and growing crops.
Secondary economic sector	A type of industry where raw materials are made into something, often called manufacturing.
Tertiary economic sector	Providing services including retail (shops), tourism, education, health and banking.
Quaternary economic sector	Section of employment that is knowledge-based, e.g. ICT and research.

What is development and how can we measure it ?

Development is the changes that a place goes through to improve the standard of living and quality of life, including income, equality and education.

Development involves reducing levels of poverty, increasing wealth, bringing benefits to all.

It should also reduce the gap between rich and poor, create equality between men, women and people of all race and religion, making everyone safe, make sure everyone has a right to education and that everyone has their needs met of food, water and shelter.

Many indicators can be used to measure development .

These can be **social indicators** such as *Birth rate, Life expectancy* or *literacy rate*

Or they can be **economic indicators** such as *GDP (gross domestic product) , GNI (Gross national income)* or *employment rate*.

GDP and GNI give the total money in a country , and if it is then divided by the amount of people e in the country it is called *GDP* or GNI *per capita*. It is always in $ so countries can be compared.

Using just an economic indicator isn't accurate, as it is an average (and there can be lots of inequality in a country) and it depends on what the government spends their money on as to whether is raises standard of living / quality of life.

Therefore the best measure is a ***composite*** (combined / more that one) indictor such as *HDI* (*Human development index*) which measures GNI, life expectancy and education.

What is development and how can we measure it ?

Countries can be categorised into *High Income Countries (HIC's*) , Low Income Countries (LIC's) or Newly Industrialising Countries (NIC's)

HIC's are richer countries with a Gross National Income of more than $12.375/year, per person, e.g. UK, USA, Germany.

LIC's are poorer countries with a Gross National Income of less than $1,045/year, per person, e.g. DR Congo and Mali.

MIC's are countries with a Gross National Income of between $1,045 and $12,735/year, per person. Split again between Lower Middle Income ($1,045-$4,126 and Upper Middle income). Lower *MIC* e.g. s India and Turkey. Upper *MIC* egs Brazil, China and South Africa.

NIC's Countries that are developing fast because of rapid **industrial** growth in recent years, e.g. Brazil, Russia, India and China (the BRICs).

Countries develop in a variety of ways. Some have resources such as gold or oil. Some sell crops. Some use industry. Some are lucky enough to have features or *climates* that attract *tourists* e.g. Egypt. Many countries develop through trading with other countries and some have benefitted from the growth of *Globalisation*.

However, other countries find it harder to develop. This may be due to its physical geography such as poor *climate* (too hot or cold) , natural hazards e.g. drought, few natural resources to use or sell or because its landlocked

Or it may find it hard to develop due to human causes such as suffering from conflict and political instability, poor *infrastructure* (roads / rail) or because there is little investment by business.

The *Brandt Line*

The *Brandt Line* In the 1980s, the Germany Chancellor, Willy Brandt defined the world as the 'Rich North' and the 'Poor South'. This is shown in Map A.

This is a useful starting point but is now very out-of-date and too simplistic. Many '*poor*' countries have now developed and are *LIC*'s or *HIC*'s.

The modern way of classifying countries is by their income levels - measured in US$ and adjusted **for *Purchasing Power Parity (PPP)*** so high costs of living in countries such as Sweden do not distort the figures. This is shown in Map B

Scatter graphs

A scatter graph is a type of graph shat shows the relationship between 2 indicators

The X-axis will show 1 indicator and the Y-axis the other. Crosses are then placed to show the points where the 2 indicators meet

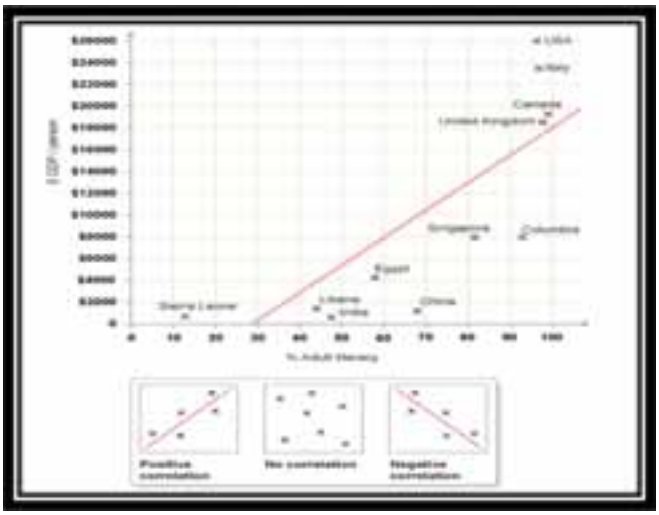
A **line of best fit** is then drawn. This line needs to have the same number of points on each side of the line

A **positive relationship** is where 1 indicator increases as the other indicator increases e.g. GNI and Life expectancy

A **negative relationship** is where 1 indicator increases as the other indicator decrease e.g. GNI and Infant mortality

No correlation is when there is no link between the 2 indicators.

An **Anomaly** is where there is a relationship (+ or -) but some data does not fit the pattern



The growth of Globalisation

Globalisation: "When available goods and services, or social and cultural influences gradually become similar in all parts of the world"

Trade – Goods from around the world can be traded in different countries

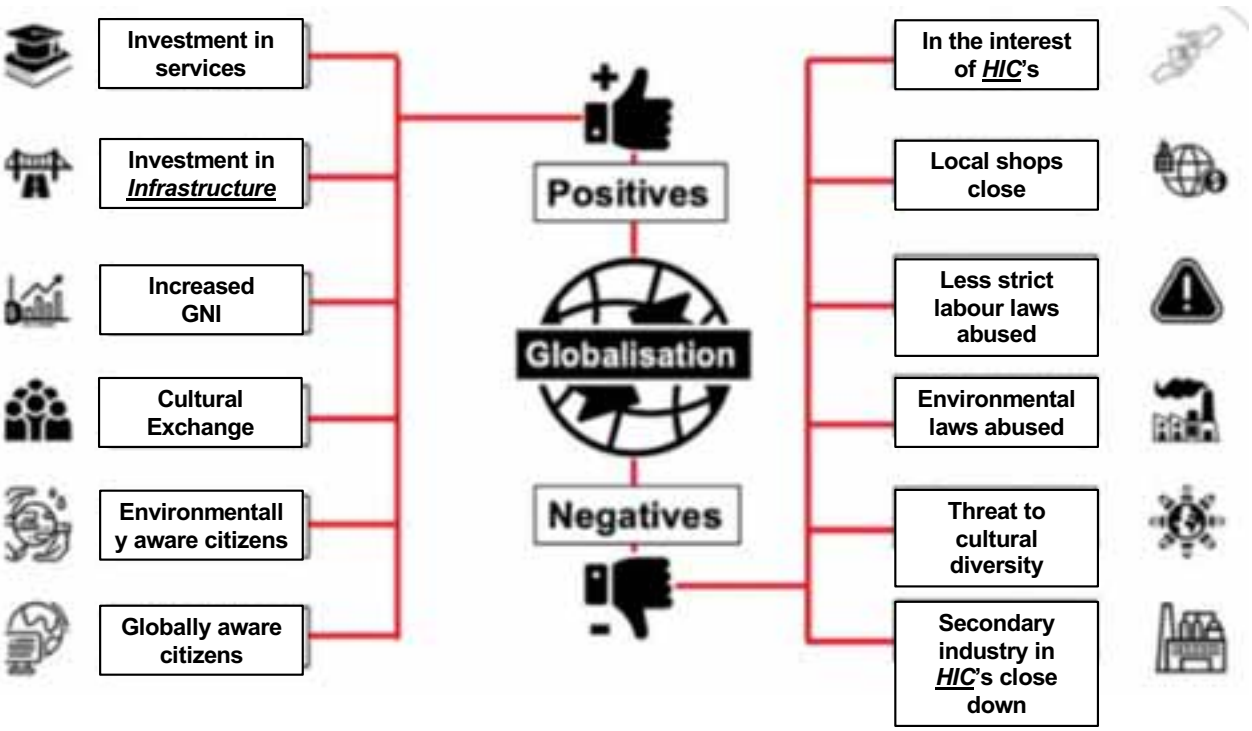
Multinational Companies – Large companies manufacture and sell in different parts of the world

Factors that drive *globalisation*

Culture – Films from one country are released around the world

Communications Smartphones
Fast Internet – Ideas from around the world spread easily and companies can communicate with other countries quickly.

Positives and negatives of *Globalisation*



Multinational Companies (*MNC*'s)

***TNC*'s and *MNC*'s**
TNC's = Trans-National Companies and *MNC*'s = Multi-National Companies are companies which operate in multiple countries. They usually have their headquarters' in *HIC*s with production in *LIC*s, selling worldwide.
Walmart is the worlds richest company. It earned $485.9 billion in 2017. This means it has a revenue higher than 182 countries in the world!
*MNC*s have been successful in reducing costs (especially labour) to such minimal levels it leaves two main winners: The *MNC* and the Retailer.
Outsourcing is the process by which a company employs other companies to make its products for it and not directly owning production facilities
Many companies like Nike **outsource** production. This means they can drive costs down further by squeezing small factory owners who are desperate for contracts and avoid taking responsibility for poor working practices if they are exposed by the media.

Case-study 1 : Nike In Vietnam

Positives of Nike operating in Vietnam	Negatives of Nike operating in Vietnam
400,000 jobs have been created and the skills of local people have been improved	Factories gained reputation of sweatshops
Nike pay higher wages than most companies	There were no trade unions or strikes for pay in Vietnam
They help to create the *multiplier effect*	Nike has a large demand for water and energy
Helps to attract more *MNC*'s	The company and advertising can undermine local culture
Nike pay tax which the government can spend	It often subcontracts its good to other companies which makes it hard to monitor
They can sometimes build *infrastructure* which can also benefit the country	Nike can leave at any time – they moved from China when the costs there increased

Case-study 2 : Apple

Apple in China
The location of Apples Headquarters are in Silicon Valley in San Francisco USA
Steve Jobs founded Apple in 1976
Apple built up $100 billion in cash reserves (which is more than the US government
Cheap labour to manufacture one mobile phone in China would be $7.10 (roughly 8 hours work) but if the same phone was manufactured in America it would cost $337
Apple outsource the making of their phones in China to a company called Foxconn.
Nets have had to be put up around the factory buildings so it stops factory workers jumping to their deaths

Impacts on the environment
Environmental regulations are lower in China
Apple products are designed to use less material, smaller packaging and be free of toxic substances
Apple recycled used material, for example glass and metal can be reprocessed for a new product
Impacts on people in China
Many workers work long hours (more than 76 hours a week and 11 days in a row, with no breaks in a cramped and hot factory . They do not receive paid holiday or sickness benefits. Many workers have tried to protest against these conditions.
There have at least 12 suicide attempts in the spring of 2012
At least 62 workers fell sick after inhaling n-hexane (a chemical used to clean touch screens)
62% of factory workers thought the factory provided sufficient protective equipment to prevent work injuries
66% of the factory workers were partly proud to work for their factory
Impacts on people in America
Benefits for working for Apple such as paid holidays, health and life insurance

Water Issues and Management

‘Water resource and management’ keywords

Keyword	Definition
Consumption	Using up a resource
Abstraction	When water is taken from a river , reservoir or underground source to be used.
Water footprint	A measure of human use of water and our impact on natural water resources
Embedded water	The amount of water that has been used to produce and transport any product
Irrigation	The supply of water to land or crops to help them grow.
Fast fashion	Clothes being used for a short period of time and then thrown away
Dyeing	The use of dyes and other chemicals to colour clothes
Water security	When there is enough water to ensure everyone has clean water, sanitation and good health. Also, the economy has enough wager to grow food and manufacture things that are needed
Sanitation	The provision of clean drinking water and adequate sewage disposal
Water stress	A lack of water causing significant issues for the population

Keyword	
Relief rainfall	Rainfall is formed when air cools as it rises over hills and mountains. As it rises it cools, condenses and forms rain
Groundwater store	Water in the ground below the water table
Over abstraction	When water is taken from the ground faster than it can be recharged by natural processes
Recharge	When water soaks into the rocks to replace water that has been used from the groundwater store
Salinisation	The deposition of harmful minerals in the soil caused by over-irrigation
Rainwater harvesting	The collection and storage of rainwater, for example m from the roof of a house
Transboundary cooperation	Governments co-operate with each other where rivers cross national boundaries
Sahel	The semi-arid region of North Africa to the south of the Sahara desert. Sahel means ‘shore’ in Arabic.

Trends in water consumption

Everyone needs water. It is essential for healthy life. We also use vast amounts of water to grow food and in many industrial processes.

However, the total amount of water varies from one country to another. For example the average American family uses 1300 litres of water a day, whereas the average African family uses only 22 litres a day

Generally, much more water is used per person in the richer nations than the poorer nations. This is because

- Water abstraction is expensive. It involved huge investments to build dams and water-transfer schemes.
- Wealthier people tend to use water in non-essential ways such as watering gardens, washing cars or filling swimming pools
- People buy consumer products such as clothes and cars. These all use water when they are produced
- As economies grow, money is invested in modern farming techniques

Some countries are lucky enough to have higher rainfall totals than others and many countries have major rivers which bring water into their territory.

However, only 0.3% of the worlds water is accessible and useable by humans

Between 2000 and 2050, global water demand is expected to increase by up to 1/3.

Where water is found

Water Stores:

Oceans: 97.2%
Glaciers & Ice: 2.15%
Groundwater: 0.61%
Lakes: 0.009%
Inland seas: 0.008%
Soil Moisture: 0.005%
Atmosphere: 0.001%
Rivers: 0.0001%

Water footprints

As consumers we all have a **water footprint**. This is a way of measuring how much water we use

The larger the footprint , the greater our impact on the planets water resources . For example through drink, washing , bathing and flushing the toiler. You use about 95 litres of water in a 5 minute shower.

However, farming and manufacturing use huge quantities of water, meaning that the food we eat and the product we buy have all used water to make the,

We call this **embedded water**, and each of use uses 2000-50000 litres of embedded water every day

Other footprints	Litres
Pizza	1,260
100 g chocolate	1,700
A dozen bananas	1,920
1kg beef	13,500

The water footprint of the fashion industry

Half of all textiles are made from cotton. Cotton grows best in hot semi-arid climates

Many cotton farmers live in LIC countries such as Mali in West Africa or NIC's such as India.

Cotton is an important industry in these countries as it provides jobs and income. Cotton production employs over 250 million people worldwide.

However, cotton is a thirsty crop, but grown in areas that have low rainfall.

It takes 10,000 litres of water to produce 1Kg of cotton – enough to make a pair of jeans and a single T-shirt !

This means that environmental pressure groups such as WWF , argue that the way cotton is farmed is environmentally unsustainable.

The fashion industry also have to deal with 2 other issues.

1. Fast –fashion – clothes only being used for a short period of time and then thrown away
2. Dyeing – the use of dyes and other chemicals in the fashion industry creates a waste problem. The fashion industry is responsible for around 20% of eater pollution

Over abstraction : Lake Chad

Water Abstraction is the process of taking water from a ground source, either temporarily or permanently. Most water is used for irrigation or treatment to produce drinking water

Lake Chad lies on the border of Niger, Nigeria, Chad and Cameroon.

Water is abstracted in the Chari-Logone river basin in Nigeria for domestic supply in Kano (a Nigerian city). It is also used for irrigation of crops which include Onions, Tomatoes, Chilli peppers and rice.

It is thought that only 5-10% of the water in the Chari-Logone river now flows into Lake Chad. The rest evaporates or is abstracted and used.

20 dams have been built in north-eastern Nigeria. This leaves only about 2% of the water in Komodougou-Yobe river basin to flow into Lake Chad

Between 1963 and 2013, Lake Chad lost 90% of its water.
It shrank in size from 25,000km^2 to 2,500km^2.

The reduction in the size of the lake has threatened the resources and livelihoods of the 50 million residents in that region.

There are 2.8 million refugees in the Lake Chad region, and estimates state that there are 9.2 million people in need of humanitarian assistance.

The drainage basin of Lake Chad is shown by the pale green area

Over abstraction : Lake Chad

Consequences of over abstraction

This Is a very poor part of Africa. There are 40 million people living in the drainage basin of Lake Chad and 60% of them live on less than $2 a day.

The lake water has become stagnant and a source of disease such as Cholera

Soils have suffered from salinisation . This process occurs when too much water is used to irrigate crops. Water evaporating from the soil leaves behind harmful chemicals The soil is now too salty to grow crops

Less fish stock has plunged many fishermen into unemployment and poverty.

Wetland bird populations have declined because the wetland ecosystem surrounding the lake have dried out

Poverty has increased, leading to increased out migration to cities like Kano. Increased poverty has also led to people turning to extremist groups like Boko Haram.

Can Lake Chad be saved – The Transaqua Solution

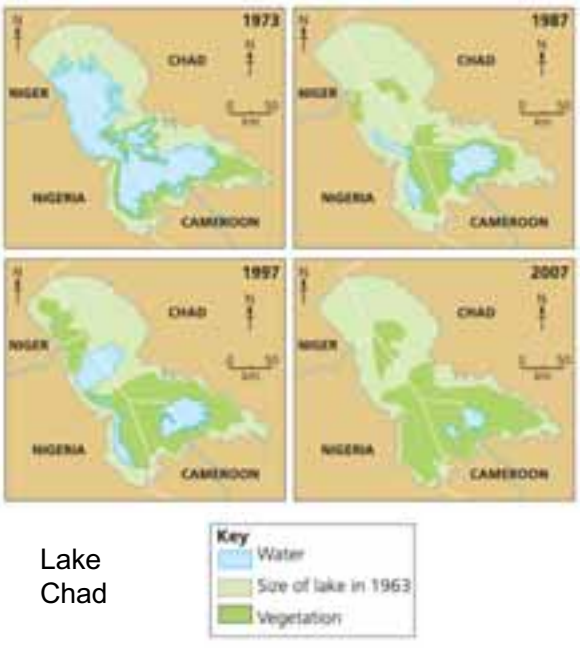
A proposed project would transfer water from the the Democratic Republic of Congo.

A 2,400km canal would transfer 100 billion metres cubed of water every year from the River Congo to the River Charri

The governments of India, China and Brazil see this as an opportunity to invest in Africa – a continent that is rich in resources would help support the growth of rapidly growing NIC's

The project would provide water for agriculture, industry and electricity as well creating jobs and water security.

However, Congo say that the water is theirs. The cost of this project is estimated to be between $50-$70 billion and It will take 30 years to build



Lake Chad

Water Security

Water security is an important aim for any country. Drinking or bathing in unclean water can cause diarrhoea, cholera, dysentery, typhoid and polio.
WHO estimates that Diarrhoea causes the death of 485,000 people each year.
Clean water is essential to economic and social development
Safe water is needed to maintain water supplies, provide hygiene, grow food and supply industry
Without sufficient safe water, infant mortality and maternal mortality rates increase

The inside of the diagram represents what it means to have water security whilst the outer part of the diagram describes how water security can be achieved

Water Security

Water insecurity and health in Kano
Kano City is Nigeria's third-largest city. Its population is growing quickly because of rural to urban migration from the surrounding areas where low rainfall and poverty are push factors
Kano's water supply comes form the Tiga dam and the Challawa Dam. The Tiga Dam also supplies water to the Kano river irrigation project which uses water to grow food for Kano.
However, Kano has no sewage system or sewage treatment plants. People living in high density shanty towns in the city use put latrines.
Poor sanitation means that people are at risk of diseases such as Cholera and Polio. Polio attacks the nervous system and can cripple its victims. But polio can be eradicated by immunising young children
Between 2003 and 2004 local Muslim religious leaders and the state government of Kano decided to oppose and future vaccinations of children in Kano state. The state government now supports the vaccination program, but some people remain violently opposed to it.
In February 2013, extremists opened fire on 2 polio clinics in Kano , killing 9 health workers
The state government and UNICEF have led a huge program to educate local people about the benefits of the polio vaccine.
At present Nigeria has virtually eradicated Polio

Case-study : South Africa

South Africa : Water problems

In South Africa average water consumption was 172 litres in 2010. It is now 233 litres per person per day. This doesn't necessarily mean that people are using much more water in their homes. Only about 12% of South Africa's water is used domestically (in homes). About 60% is used by farmers to irrigate their crops.

The consumption of water in South Africa varies from one province to another. For example demand in highest in Gauteng, which is an urban province with lots of industry. Demand is lowest in Limpopo, which is South Africa's poorest and most rural province

In January 20188, the population of Cape Town, South Africa, was told it had three months before the city ran out of water. Demand had been exceeding supply since 2015 and water stores had nearly run out. There were many reasons for this

1. The population of the city had risen from 2.4 million in 1995 to 4.1 million in 2015, an increase of 71%. The amount of reservoir storage had only increased by 17% in the same period

2. Water consumption had grown n the farming and manufacturing sectors. Farmers use 30% of water in Western Cape. To avoid disaster in Cape Town, the supply to farmers was cut by half

3. water-thirsty plants, not native to this part of South Africa, had spread through the catchment area. It is estimated that these plants use 30 million cubic metres of water each year which would otherwise got into Cape Towns reservoirs

4. Climate change appears to be making the Western Cape drier. . There was lower than normal rainfall between 2015 and 2018

5. The Western Cape government says 37% of all water supplies are lost through leaking pipes.

Case-Study : South Africa

Solution 1 : Rainwater harvesting

Rainwater harvesting is the collection and storage of rain water ; for examples, from the roof of a house

South Africa has 53 large dams, which is almost half of all the dams in Africa. Despite this, there are many South Africans without access to clean drinking water.

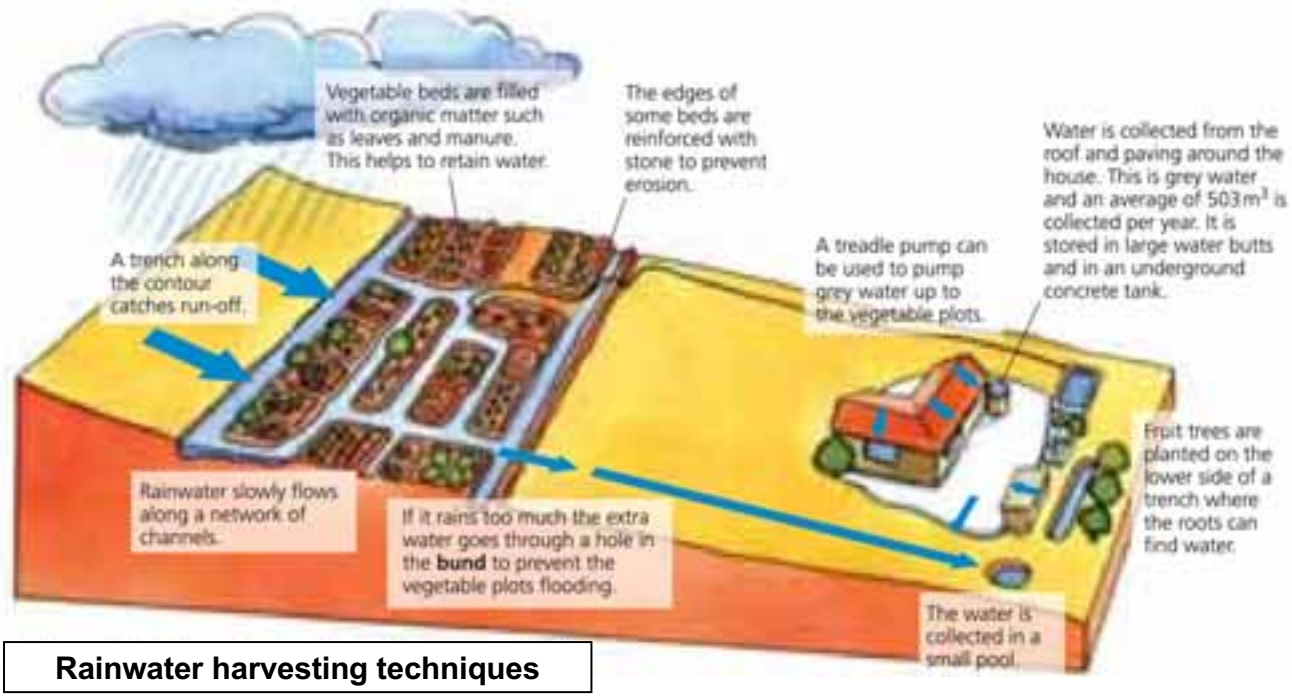
Many of these people live in rural, remote parts of South Africa. They are too isolated to become part of the big projects such as the LHWP and they are too poor to drill boreholes to tap into groundwater supplies .

Instead they have to rely on cheap, small scale methods of rainwater harvesting as shown on the next page.

These strategies are affordable and practical for families, no matter how small the farm is or how little money they have.

They use ways that are cheap, practical and easy to maintain using appropriate technology

Rainwater harvesting techniques are examples of sustainable water development. They benefit people now, without doing any lasting damage to the environment or using up valuable resources. The methods are not usually big enough to have negative impacts on the surrounding drainage basin – unlike the big dam building schemes used by the government



Rainwater harvesting techniques

Case-study : South Africa

Solution 2 :Water from Fog

Fog can be harvested to provide clean drinking water to isolated rural communities.

Schemes have been used successfully in Peru Ethiopia and Tenerife.

It is a form of appropriate technology because it is relatively cheap to install and maintain

To collect water from fog, a simple system of fine-mesh nylon nets are suspended vertically between tall poles. The fog condenses on the net and drips into a gutter below. It then passes through sand before being piped to where it is needed

Fog harvesting works best in upland regions (at least 400m above sea level, that experience moist air being blown from the coast. As the air rises it condenses to form fog

Fog harvesting could work in Limpopo as it is over 1000. above sea level and moist air is blown inland by prevailing easterly winds

All 130 school children at Tshanowa primary school in Limpopo used to bring bottled water to school every day. Now they drink pur water collected from fog

It is not foggy every day.

The nets and poles are relatively cheap to buy.

Repairs are essential. Nets are easily torn in the wind.

Repairs are easy to make and require little training.

Ground water is contaminated.

Fog harvesting technology does not need any electrical energy.

Many rural areas do not have a piped supply from a reservoir.

Some of the foggiest sites are some distance from rural communities.

Advantages and disadvantages of fog harvesting in Limpopo

Water Management

Water Transfer schemes : Lesotho Highlands water project (LHWP)

Lesotho is a small, mountainous country that is completely surrounded by South Africa.

Rainfall in Lesotho is mainly relief rainfall (caused by the mountains)

- Lesotho receives over 2000mm more rainfall per year than parts of South Africa
- Rainfall in South Africa is less than half that of Lesotho.

Lesotho Highlands Water project (LHWP) – designed to collect water in the mountainous regions of Lesotho and pipe it to the river Vaal catchment in South Africa.

Dams such as the Katse Dam and the Mohale Dam collect water in Lesotho. 40% of the water in the river basin is transferred to the Vaal River in South Africa via 200km of pipes.

It was begun in 1984 and can transfer 26.4m³ per second. This will be doubled in 2020 when a $1bn new dam will be finished.

Lesotho is a good location because it has high rainfall, Impermeable bedrock so little water is lost, a large available workforce and deep valleys that are easy to dam up

Lesotho

Water Transfer Schemes: Lesotho Highlands water project (LHWP)

Advantages	Disadvantages
The Lesotho government is receiving money from S Africa; this makes up 75% of the country's income.	The money from the project has not gone on poverty reduction – its main objective
20,000 new jobs created.	Which led to increase in AIDs and alcoholism as workers got bored in labour camps
The percentage of people in South Africa with access to safe water rose from 83% to 87%	However, many people in Lesotho still have poor access to water. (5% Urban Areas, 23% Rural Areas)
Dams provide HEP as well as water	Farmland is flooded to create the reservoirs. 20,000 people were forced to move after the first dam was built.
Roads have been constructed to access the dam sites	Compensation was paid to the families who lost land during construction of the dams. Many families have said that the compensation is too little and too late
Later dams created 1000 megawatts of electricity for Lesotho	

Trans-boundary water issue : Mekong River

The problem

The River Mekong flows through six countries; China, Laos, Vietnam, Burma, Cambodia & Thailand.

Its source is in the Yunan province in China, and its mouth is The South China Sea.

Each of the 6 countries rely on the river for water supply and for food.

Fishermen in Cambodia catch about 2 million tonnes of fish a year from the river - no other country on Earth relies so much on wild protein in its diet.

Since 1990 China has built a series of Dams to generate hydro-electric power (HEP) to feed China's fast growing economy

Dams on international rivers like the Mekong, can create conflict between the different countries that are dependent on the water

Building a dma in one country alters the flow of water, causing problems for people who live further downstream. So as ore water is used in China, less arrives in Cambodia.

Trans-boundary water issue : Mekong River

Advantages of Dams

The heavy monsoon rain regularly causes flooding on the River Mekong. Dams upstream in China have reduced this risk.

Jobs are created in dam construction

Electricity can be generated which can help businesses grow or children to study at home.

More people have a safe water supply

Disadvantages of Dams

Seasonal floods deposit fertile silt onto the flood plain and many farmers rely on these floods to water their rice crops. 80% of rice production relies on this flood which dams prevent.

Dams mean less water for farmers downstream.

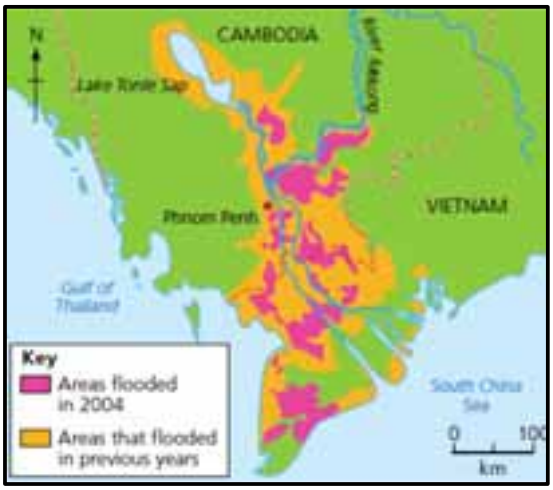
Water levels have dropped, creating sandbanks in the river which make navigation by boats more difficult.

Fish populations have shrunk and fish caught are much smaller.

Land is flooded and farmland lost.

Water can be suddenly released causing flash floods.

People have been displaced by reservoirs



Trans-boundary water issue : Mekong River

How should the river be managed in the future ?

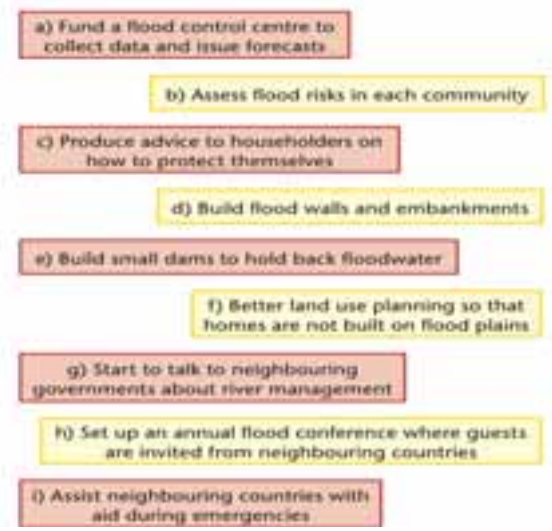
The Cambodian government feels that, as the country furthest downstream, it is most vulnerable to changes made to the river by other countries.

It feels that river management upstream is affecting the frequency of floods, rates of sediment deposition and the fish population

The dams prevent fish migration.

Fishermen also need the seasonal rise and fall in the rivers flow because the fish spread out into the lakes and ponds of the flood plain during the flood season. The massive dams are evening out the seasonal ups and downs on the Mekong's pattern of discharge and reducing the overall size of the flood

The government of Cambodia is considering a range of options in order to reduce the risk of both drought and flood



Strategies used in Cambodia to reduce flood and drought risk

Tourism

Tourism keywords

TOURISM

Keyword	Definition
Tourism	Is the industry where people travel for fun or business. It includes activities such as sightseeing and camping. It is the business of attracting, accommodating and entertaining *tourists*.
Tourist	People who travel for fun
Over-tourism	Where there are too many visitors to a particular destination
Multiplier effect	Where a change can cause a bigger change. There can be a '*positive*' *multiplier effect* or a '*negative*' *multiplier effect*.
All-inclusive holiday	This is where a holiday includes accommodation, meals, snacks and all drinks. It can sometimes include other services such as sports.

Keyword	Definition
Sustainable Tourism	This is sometimes known as '*Responsible tourism*'. This is tourism that does not cause damage or change to the place that is visited and where you try to make a positive impact on the environment, culture and economy.
Glacier	Glaciers are masses of ice that fill valleys and hollow and slowly move downhill
Mass Tourism	This is a form of tourism that involves tens of thousands of people going to the same resort at the same time of the year. It is the most popular form of tourism.
Leakage	This is where money 'leaks' back out from a country it is spent in, back to another country. For example if you stay at a hotel in Spain, some of the money will not stay in Spain, but will leak back to the country that house the headquarters of the hotel.
Package Holiday	A holiday organised by the travel agent, with arrangements for transport, transfer and accommodation

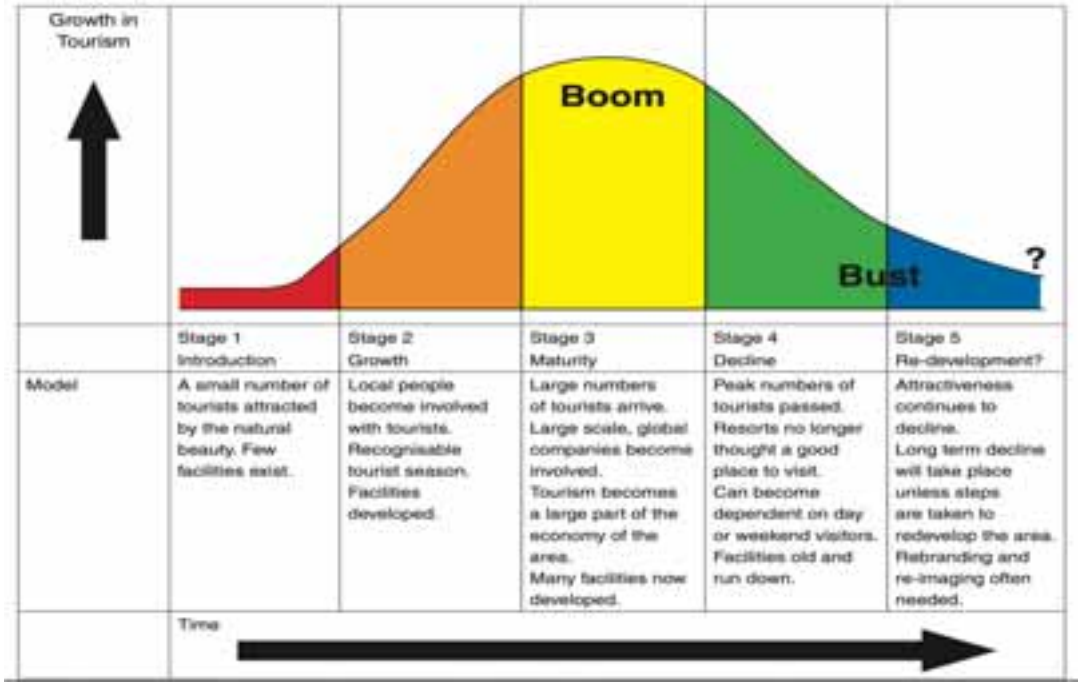
How important is Tourism ?

Tourism Is the industry where people travel for fun or business. It includes activities such as sightseeing and camping. It is the business of attracting, accommodating and entertaining *tourists*.

Tourism employs 330 million jobs – this is 1 in 10 global jobs
Tourism contributed approximately $2.9 trillion to *GDP* – this accounts for 10.3 % of the worlds economy
Tourism is worth more than £120 billion a year to the UK
There were 1.5 billion *tourist* arrivals in 2019
Tourism was responsible for 58% of global air travel
Projected travel and tourism decline due to COVID-19 is $264.53 billion

Why has Tourism grown ?

The Tourism growth model



What happens to a *tourist* area if the *tourists* find somewhere else to go and spend their money?

New *tourist* places develop; old resorts become run down, people want something new.

To keep bringing the *tourists* in, places have to make sure that they change and ***adapt*** and keep up to date, or they lose out

Sustainable / responsible Tourism

Sustainable Tourism is tourism that does not cause damage or change to the place that is visited and where you try to make a positive impact on the environment, culture and economy.

Responsible Tourism minimises the effects of Tourism

Responsible Environmental Tourism can help the environment by looking after biodiversity, wilderness and natural and human heritage

Responsible Social Tourism respects local culture and traditions. This leads to a greater understanding between *tourists* and local people

Responsible Economic Tourism leads to financial benefits for the local people and is based on fair trade

Costa Rica

Facts about Costa Rica

Its *GDP* per capita is $16,900. This makes it 63rd out of 189 countries

Its life expectancy is 79

Its death rate is 4.9

3.1 million *tourists* visited Costa Rica in 2019

Costa Rica is known for its 27 incredible national parks which are home to 5% of the worlds Biodiversity..

There are over 500,000 species of animals, including scarlet macaws, howler monkeys, colourful butterflies, humpback whales, iguanas, sea turtles, and sloths.

There are currently 6 active and 60 dormant or extinct volcanoes

There are dozens of tour companies that specialize in river rafting, driving, scuba diving, tubing, horseback riding, and even zip lining through the rainforest.

One of the best-known Costa Rican mottos is "*pura vida,"* which means "pure life."

The cultures and the people are quite diverse, but many like to live by this simple sensibility to live life to the fullest, and this is probably why the country is considered the happiest, according to the *Happy Planet Index*.

The phrase is also used as a greeting or as an answer when someone asks, "How are you?"

Location of Venice

Venice

Venice is a city in northern Italy.

It is built on more than 100 small islands in a *lagoon* in the Adriatic Sea. It has no roads – just canals.

Venice is known as 'The floating city', 'The city of Bridges' and 'The city of Canals' and is

Its population is only 55,000

Between 26-30 million *tourists* visit each year.

Tourists visit to go on a Gondola on the canals, to visit the palaces and because it is known as one of the most romantic cities in the world

Many *tourists* who visit Venice come by Cruise ships and only stay for 1 day. About 30,000 cruise ship passengers arrive in Venice each day.

Venice

Advantages of Tourism to Venice

600 cruise ships visit Venice each year

Tourism is the main economic activity in Venice bringing in $450 million a year to Italy.

The *tourists* need food, tours and souvenirs

The average *tourist* to Venice from a cruise ship spends about 180 euros ($204) .

The cruise ship industry has more than 4000 permanent employees and many tens of thousands of indirect jobs from the pubs, cafes and shops.

The cruise ship only generate 8% of total emissions for the areas in summer and 2% in winter

Disadvantages of Tourism to Venice

In June 2019 2 cruise ships collided. Luckily only 4 passengers were injured

The huge cruise ships do not fit in with the historic city centre

Most *tourists* on a cruise ship only visit for a day and therefore only buy food and souvenirs. They return to their cruise ship at night and do not stay in Venetian hotels .

The huge number of *tourists* means that there is conflict with the local people.

There is a huge amount of overcrowding, litter waste and pollution from the cruise ships

The huge ships are damaging the cities ancient foundations

Venice

Possible solutions to the cruise ship problem

Do nothing, and allow the cruise ships to continue as normal

Ban cruise ships entirely

Limit the number of cruise ships that are allowed to visit Venice

Increase the cost to cruise ships to visit Venice . The money raised would go towards protecting the buildings in the city.

Larger cruise ships would be diverted elsewhere and only ships of 55,000 tonnes or less would be allowed to continue into the city centre

Re-route ships away from Venice's city centre. Instead ships will dock at *ports* such as Fusina and Lombardia on the Italian mainland, three miles across the *lagoon*

Make day trippers pay an entrance fee to the city of £10. *Tourist* overnighting in the city would not have to pay as the tax is already included in their hotel rate

Tourism in Iceland

keywords

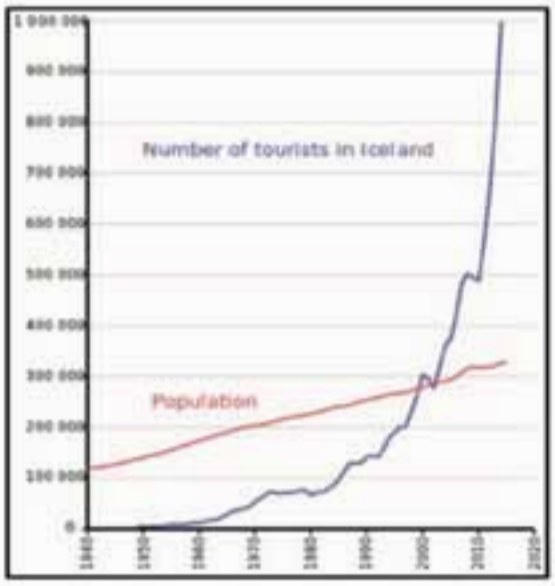
Keyword	Definition
Geothermal energy	This is thermal energy generated and stored in the earth. Water can be pumped into the ground where is will heat up. This can create cheap hot water or heated until it turns to steam and then turn a turbine to create cheap electricity. *Geothermal energy* is cost-effective, reliable, sustainable and environmentally friendly.
Hydroelectric power	Hydroelectricity captures the energy of falling water to create electricity. It is a clean and renewable source of energy
Geology	The study of rocks
Fertile soil	Soil rich in nutrients.
Lahar	A mudflow formed when volcanic material mixes with water from rainfall or snow melt
Pyroclastic flow	a dense, fast-moving flow of solidified lava pieces, volcanic ash, and hot gases
Plate	A piece of the Earths crust

Keyword	Definition
Destructive boundary	The *plates* move together and the oceanic *plate* moves under (subducts) below the continental *plate*
Constructive boundary	The *plates* move apart creating a gap. Magma rises up into the gap
Glacier	*Glaciers* are masses of ice that fill valleys and hollows and slowly move downhill
Till	The unsorted mixture of material moved by a glacier
Moraine	Landforms made out of *till* dropped by the *glacier* as it moves
Freeze thaw weathering	Freeze-thaw weathering is where water gets into cracks in rocks. The water freezes and expands, putting pressure on the rock. The ice then thaws, releasing the pressure. If this process is repeated it can make bits of the rock fall off.
Plucking	When meltwater freezes onto the rock. AS the *glacier* moves forward it pulls pieces of rock out.

Iceland

Iceland is 1,300 miles north west of the UK
Iceland is about 2.5x smaller than the UK and has a population of only 364,134 people (Derby has a population of 260,000 people)
Its GNI per capita is $37,065 compared to the UK's GNI of $37,931
Its average life expectancy is 82 years compared to the UK's life expectancy of 80 years
The UK's %employment is 59% versus Iceland's % employment of 70%

Why do *Tourists* go to Iceland



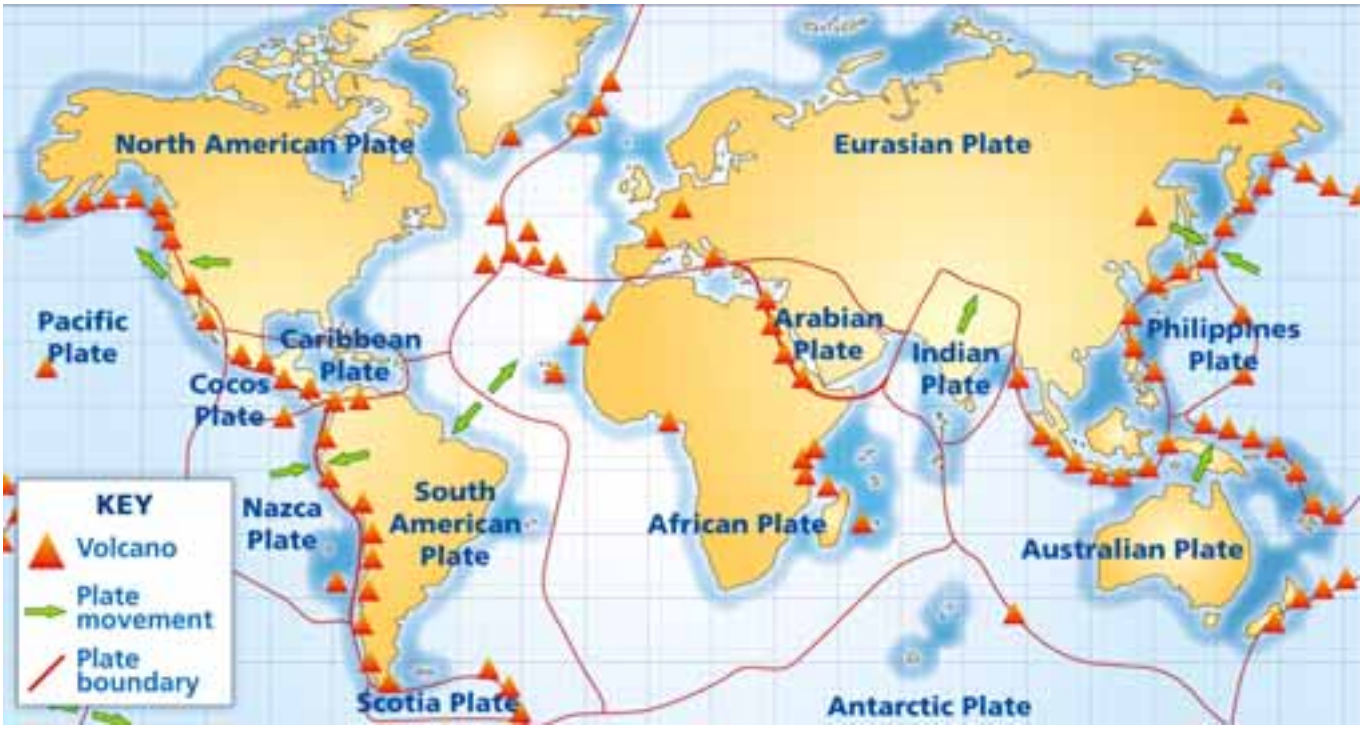
2.7 million *tourists* visited Iceland in 2018

11% of its land area is covered by glaciers, and *tourists* come to visit its 269 named glaciers

Iceland is one of the most volcanic regions in the world with a huge number of active volcanoes. *Tourists* come to visit the volcanoes and see the tectonic *plates*

The Blue *lagoon* is probably the most famous attraction in Iceland, and is a geothermal spa made of heated seawater that is an amazing turquoise colour.

Plate boundaries

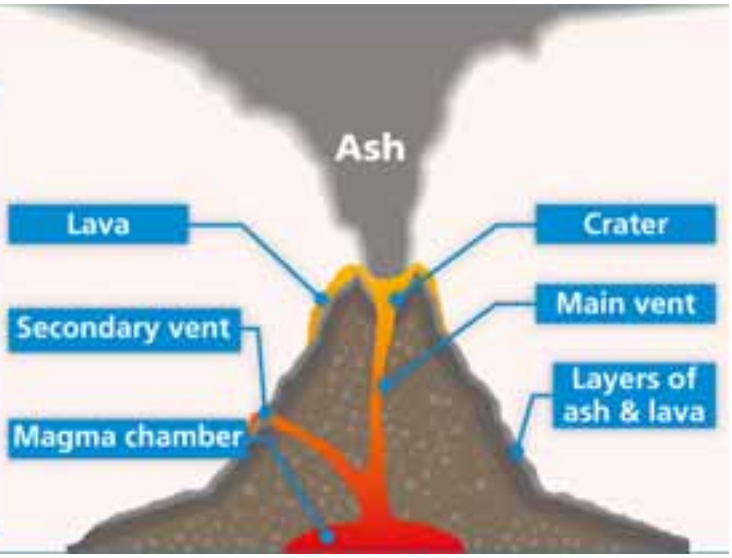


Volcanoes

Volcanoes are found at both destructive and constructive plate margins.

Shield volcanoes are found primarily at **constructive plate margins**. Magma is thin and runny **(non-viscous)**, so eruptions are gentle and the lava can travel long distances. As a result, these volcanoes have shallow sides.

Composite volcanoes are found primarily at **destructive plate margins**. Magma is thick and sticky **(viscous)**, so eruptions are explosive and lava cannot travel far. As a result, these volcanoes have steep sides.



Effects of Volcanoes

Primary effects
Buildings, structures and homes are destroyed by Lava and *pyroclastic flows*
Communication and transport links are disrupted
People and animals are injured or killed by falling debris, lava, poisonous or suffocating gases or *pyroclastic flows*
People are left homeless
Crops and water supplied are contaminated by falling ash

Secondary effects
Pyroclastic flows can burn and destroy forests
Emergency aid may not reach those in need for extended periods
If volcanic material combines with water, destructive *mudslides* (*Lahars*) and *landslides* can occur.
Disease can spread because of contaminated water and poor sanitation
Reconstruction can be costly.
Lost tourism and trade can damage the local economy

Responses to Volcanoes

Immediate response

Evacuate anybody at risk, rescue and survivors and treat injuries
Extinguish any fires
Send aid workers, supplies, equipment and financial help to people affected
Recover any dead bodies
Set up temporary shelters (e.g. tents) for the homeless
Provide temporary supplies of food, water and energy for those in need

Long-term response

Rehouse those who have lost their homes
Reconstruct or repair damaged buildings
Improve monitoring and evacuation plans for any future disasters
Restore water, energy and gas supplies, and reconnect communication links
Restore transport links
Boost the economy by promoting investment in the area.

Advantages of living near to volcanoes

Geothermal energy : This is thermal energy generated and stored in the earth. Water can be pumped into the ground where is will heat up. This can create cheap hot water or heated until it turns to steam and then turn a turbine to create cheap electricity. *Geothermal energy* is cost-effective, reliable, sustainable and environmentally friendly.
Tourism : people wish to visit volcanoes and so jobs are created in the tourism industry as guides or working in hotels and shops.
Fertile soil : The soil in volcanic areas is *fertile* because it is full of minerals from volcanic ash and lava. This makes it good for growing crops.
Minerals ands stones : volcanic minerals are mined and so jobs are created and money earned

Case-study : Eyjafallojokull. March-May 2010

Primary effects

Volcanic ash contaminated local streams and water supplies killing plants and animals
Over 3,000 tonnes of CO_2 per day were released into the atmosphere
Poor visibility and ash forced roads to close.
Schools and businesses were closed
People had to wear face masks and goggles

Secondary effects

Jokulhlaups (glacial floods) were caused by glacial melting
The loss of crops and livestock meant farmers lost valuable sources of income
Winds carried the ash over Europe, grounding over 100,000 flights. This cost airlines around £130 million per day for 8 days.
Tourism numbers decreased temporarily

Immediate responses

Rescue workers evacuated around 700 people
Farmers received financial support to cover the loss of profits
Temporary shelter, fresh water and food were provided for evacuees

Long-term responses

Homes and *infrastructure* were repaired
Government agencies promoted the volcano as an attraction to restore the tourism industry
Technology) e.g. drones) were used to further improve Iceland's volcanic monitoring systems

Benefits and negatives of tourism in Iceland

Benefits of Tourism visiting Iceland ?
In 2018, Iceland received over 2.7 million visitors, which is a 500% increase since 2010.
From 2010 to 2014, total tourism-related jobs in the Icelandic economy increased 38 percent.
The average wage has increased by 6% and by 2028 93,000 Icelanders will have jobs directly linked to the *tourist* industry".
The wealth generated by tourism, "will allow Iceland to fully recover from the 2008 banking collapse, where many Icelanders lost jobs

Negatives of *tourists* visiting Iceland ?
Job opportunities created for the locals by the *tourist* industry are usually low-paid jobs, such as tour guides, waiters, life guards, jobs in travel agencies and so on.
The income *tourist* workers earn is low compared to the high price of goods in Iceland.
Food and gas prices have also been increasing for native Icelanders
There is a housing problem as people are renting out their properties to *tourists* because you make so much money. This is pushing up property prices and many Icelanders are being forced out of the cities that they work in.
As more *tourists* from around the world come to visit, other countries' ideas and cultures are inserted into Iceland's society, which causes lose of culture and identity,
Iceland's energy is mainly supplied by geothermal and hydro power because of its special geological location. But due to *mass tourism*, there's a rapidly increasing demand for energy supply, which causes more development on wildness areas as geothermal plants are built near volcanoes and dams are built across rivers.
Iceland's soil is erodes easily due to its high content of volcanic ash. Off-trail hiking of *tourists* worsens soil erosion

How can Tourism in Iceland be made sustainable ?

Possible sustainable strategies
Restrict the number of *tourists* who can visit Iceland at any one time of year
Increase the cost of *tourist* attractions in Iceland
Introduce an additional '*tourist* tax' which could be used to conserve wildlife and develop *infrastructure*
Introduce new regulations so that all new hotels and tourist *infrastructure* must be built in a sustainable manner
Ensure that all international visitors to Iceland are given a welcome talk on the importance of sustainable tourism when they first arrive
Issue fines to *tourists* for environmental damage, e.g. litter
Place signposts at all major *tourist* attractions with guidance on how to care for the environment
Encourage *tourists* to visit attractions in the north and the east to take pressure away from the south west of the country
Introduce a *tourist* visa, which *tourists* would have to apply for in advance of their trip. In order to be successful in a visa application, they would have to pass a test on sustainable *tourist* practice in Iceland
Employ rangers at major *tourist* hot-spots to monitor *tourist* behaviour and advise *tourists* on how to act responsibly and sustainably

GLOSSARY

Abrasion	Bits of rock and sand in waves grind down cliff surfaces like sandpaper.
Adapt / adaptation	Adjust or change
All-inclusive holiday	This is where a holiday includes accommodation, meals, snacks and all drinks. It can sometimes include other services such as sports.
Attrition	Waves smash rocks and pebbles on the shore into each other, and they break and become smoother.
Backwash	The backwards motion of waves down a beach.
Bar	A spit that has grown across a bay. Also known as barrier beaches.
Bays	A low-lying inlet of land on the coast.
Beach Nourishment	A type of coastal defence where sand/shingle added to beaches
Beaches	Beaches are made up from eroded material that has been transported from elsewhere and then deposited by the sea.
Biological Weathering	Breakdown of rock due to plants or animals. Animals burrowing into the cliff face, displacing rocks. Plant roots growing into rock cracks and breaking them apart
Biomass	The measure of all the plant or animal material in an area
Biome	Very large ecosystems
Brandt Line	An imaginary line that has split the world into the 'Rich North' and the 'Poor South', based on GDP pc in the 1980s.
Chemical Weathering	Breakdown of rock through changing its chemical composition. Carbonation (acidic rain dissolving rocks)
Climate	Long term weather pattern in a particular region.
Composite (combined) development indicator	Where the measurement of development takes more than one development indicator, e.g. The HDI.
Constructive boundary	The plates move apart creating a gap. Magma rises up into the gap
Constructive Wave	A low energy wave characterised as having a strong swash and a weak back wash. Leads to the build up of a beach.
Decomposers	An organism such as fungus, worms, slugs that breaks down (decomposes) dead animals.
Destructive Wave	A high energy wave characterised as having a strong backwash and a weak swash. Leads to the removal of beach material.
Development indicator	Ways to measure the level of development of a place.
Dune Regeneration	Creating/ restoring sand dunes, through nourishment or planting vegetation to stabilise dunes and protect the coastline

Economic development indicator	Measurements of the wealth of an area, e.g. Gross Domestic Product per capita (GDPpc), Gross National Product or types of jobs (primary, secondary, tertiary, quaternary).
Fertile soil	Soil rich in nutrients.
Fetch	The distance travelled by wind or waves across open water.
Flooding	occurs when a river bursts its banks and overflows onto the surrounding land.
Formal jobs	Jobs that the government are aware of and that pay tax so can help reinvest into the country. They have contracts and come with workers protection.
Freeze thaw weathering	Freeze-thaw weathering is where water gets into cracks in rocks. The water freezes and expands, putting pressure on the rock. The ice then thaws, releasing the pressure. If this process is repeated it can make bits of the rock fall off.
Frequency	How often the waves occur. Low frequency = 6-8 waves per minute. High frequency = 10-14 waves per minute.
Geology	The study of rocks
Geothermal energy	This is thermal energy generated and stored in the earth.
Glacier	Glaciers are masses of ice that fill valleys and hollow and slowly move downhill
Global Warming	The gradual increase in the overall temperature of the Earth's atmosphere
Globalisation	The process of a place becoming more interconnected to the world trade, communication, culture and technology.
Gross Domestic Product	the total value of all goods and services in that country
Gross National Income	the sum of a country's gross domestic product (GDP) plus net income (positive or negative) from abroad
Gross National Product per capita (GDP pc)	GDP (the total value of all goods and services in that country) plus earnings from foreign investment divided by total population (an average).
Groynes	A type of coastal defence where wooden/stone fences built at right angles to the coast
Hard Engineering	Man-made structures built to control the flow of the sea and reduce flooding and erosion
Headlands	A high area of land that extends out into the sea.
High income Countries (HICs)	Richer countries with a Gross National Income of more than $12.375/year, per person, e.g. UK, USA, Germany.

Human Development Indicator (HDI)	A measure from 0-1, where 1 is the most developed. It uses GNP pc, number of years in school, and life expectancy to get a good measure of how people are invested in by the government.
Hydraulic action	Air becomes trapped in joints and cracks on a cliff face. When a wave breaks, the trapped air is compressed which weakens the cliff and causes erosion.
Hydroelectric power	Hydroelectricity captures the energy of falling water to create electricity. It is a clean and renewable source of energy
Immediate Responses	mainly involve search and rescue and helping the injured with medical aid, then providing emergency shelter, food and water.
Informal jobs	Jobs that don't pay taxes, that don't have formal contracts, benefits or protection. HICs have very few informal jobs with LICs having a lot.
Infrastructure	The basic structures and services needed by any society such as water supplies, sewage systems, roads or bridges
Lagoon	A pool of shallow salt water separated from the sea by a low sand bar or coral reef
Lahar	A mudflow formed when volcanic material mixes with water from rainfall or snow melt
Landslide	Blocks of rock slide downhill along a slide plane
Leaf litter	Leaves that have fallen to the ground and are decomposing
Leakage	This is where money 'leaks' back out from a country it is spent in, back to another country. For example if you stay at a hotel in Spain, some of the money will not stay in Spain, but will leak back to the country that house the headquarters of the hotel.
Long Term Responses	responses that go on for months and years after a disaster. They involve rebuilding destroyed infrastructure, eg roads, houses, power and water supplies, schools and hospitals.
Longshore Drift	The movement of material along the coast is called longshore drift.
Marsh Creation	Planting vegetation in mudflats along the coast to reduce erosion
Mass Tourism	This is a form of tourism that involves tens of thousands of people going to the same resort at the same time of the year. It is the most popular form of tourism.
Medium Income Countries (MICs)	Countries with a Gross National Income of between $1,045 and $12,735/year, per person. Split again between Lower Middle Income ($1,045-$4,126 and Upper Middle income). Lower MIC e.g. s India and Turkey. Upper MIC egs Brazil, China and South Africa.
Moraine	Landforms made out of till dropped by the glacier as it moves
Mudflat	Also known as 'tidal flats' – it is a stretch of muddy land left uncovered at low tide
Mudslide	Saturated soil flows down a slope

Multinational Companies (MNCs)	A company that manufactures and trades across the world. They usually have their headquarters in MICs, where the profit goes to shareholders, e.g. Nike, Apple, Google and Amazon.
Multiplier effect	Where a change can cause a bigger change. There can be a 'positive' multiplier effect or a 'negative' multiplier effect.
Newly Industrialised Countries (NICs)	Countries that are developing fast because of rapid growth in recent years, e.g. Brazil, Russia, India and China (the BRICs).
Over-tourism	Where there are too many visitors to a particular destination
Package Holiday	A holiday organised by the travel agent, with arrangements for transport, transfer and accommodation
Photosynthesis	The process of converting light energy from the sun into chemical energy
Physical Weathering	The breakdown of rock without changing its chemical composition.
Plate	A piece of the Earths crust
Plucking	When meltwater freezes onto the rock. AS the glacier moves forward it pulls pieces of rock out.
Ports	a city, town, or other place where ships load or unload
Poverty Line	The estimated minimum level of income needed to secure the necessities of life (food, water, shelter).
Primary consumers	Animals that eat vegetation (producers) in the food chain. These are herbivores. These animals may be eaten by secondary consumers.
Primary economic sector	All jobs involving extracting raw materials, rearing animals and growing crops.
Primary effects	immediate impacts of a disaster e.g. ground shaking, buildings collapsing, and the ground splitting
Producer	Plants that create chemical energy from the suns light. Producers are at the bottom of the food chain.
Purchasing Power Parity (PPP)	Compares what the same amount of money can buy in different countries taking into account the different cost of living.

Pyroclastic flow	a dense, fast-moving flow of solidified lava pieces, volcanic ash, and hot gases
Quaternary economic sector	Section of employment that is knowledge-based, e.g. ICT and research.
Rock Armour	A type of coastal defence where boulders that are piled up along the coast
Rockfall	Rock fragments break away from cliff face due to weathering
Saltation	Beach material is bounced along the seafloor
Saltmarsh	An area of coastal grassland that is regularly flooded by seawater
Sea Wall	A type of coastal defence where concrete wall that reflects waves back out to sea
Secondary consumers	Animals that are higher up the food chain and that eat primary consumers
Secondary economic sector	A type of industry where raw materials are made into something, often called manufacturing.
Secondary effects	knock on impacts of a disaster e.g. subsidence, tsunamis, fires, contamination of water supplies, gas leaks, and power outages.
Sediment	Sediment is a naturally occurring material that is broken down by processes of weathering and erosion
Semi-arid climate	A climate of hot temperatures and rainfall for only half of the year
Shingle	Small rounded pebbles
Shoreline Management Plan	A non-statutory document that provides an overview of the long-term risks associated with coastal processes.
Slumping	Saturated soil slumps along a curved surface
Social development indicator	Measurements of how people live in an area, e.g. Health (life expectancy, numbers of doctors per 1,000), Education (% in primary education) and Equality (fair distribution of wealth, equal gender pay).
Soft Engineering	Schemes set up using knowledge of the sea and its processes to reduce the effects of flooding and erosion

Solution	Acids contained in sea water will dissolve some types of rock such as chalk or limestone.
Spit	A stretch of beach at one end of a coastline caused by waves depositing material.
Stakeholder	A group of people who have an interest or concern in something
Sub-Ariel Weathering	The breakdown of rocks at Earth's surface, without the influence of marine erosion.
Suspension	Beach material is suspended and carried by the waves
Sustainable development	Development that occurs which meets the needs of the present without ruining it for future generations.
Swash	The forward motion of waves up a beach.
Terminal Groyne Syndrome	Accelerated erosion of the beach down drift of the last groyne. There is a lack of sediment because longshore drift has been interrupted by the groynes.
Tertiary economic sector	Providing services including retail (shops), tourism, education, health and banking.
Till	The unsorted mixture of material moved by a glacier
Tourist	People who travel for fun
Traction	Large pebbles and boulders are rolled along the seafloor.
Transpiration	Evaporation from leaves, trees and vegetation
Transportation	The movement of material in the sea and along the coast by waves.
Wave Peak	The highest point of the wave.
Wave Trough	The lowest point of the wave, occurs between two peaks.
Wave-cut platforms	A flat area in front of a cliff, just below the low tide mark. These were formed when the waves eroded the cliff, but left a flat platform behind.
Xeraphytic	A type of plant that has adapted to survive in an environment with little water.

WORLD MAP
Russia
Canada
United States of America
China
India
Australia
Greenland (Denmark)
Brazil
Kazakhstan
Mongolia
Alaska (USA)
ANTARCTICA
1. Netherlands
2. Belgium
3. Luxembourg
4. Switzerland
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Czechia
9. Slovakia
10. Austria
11. Hungary
12. Serbia
13. Moldova
14. North Macedonia
15. Albania
16. Cyprus
17. Lebanon
18. Guinea-Bissau
19. Guinea
20. Ghana
21. Togo
22. Benin
23. Cameroon
24. Equatorial Guinea
25. Rwanda
26. Cambodia
27. Panama
28. Malawi
29. Liechtenstein
30. Montenegro
31. Kosovo
32. Palestinian Territories
33. St. Vincent & the Grenadines
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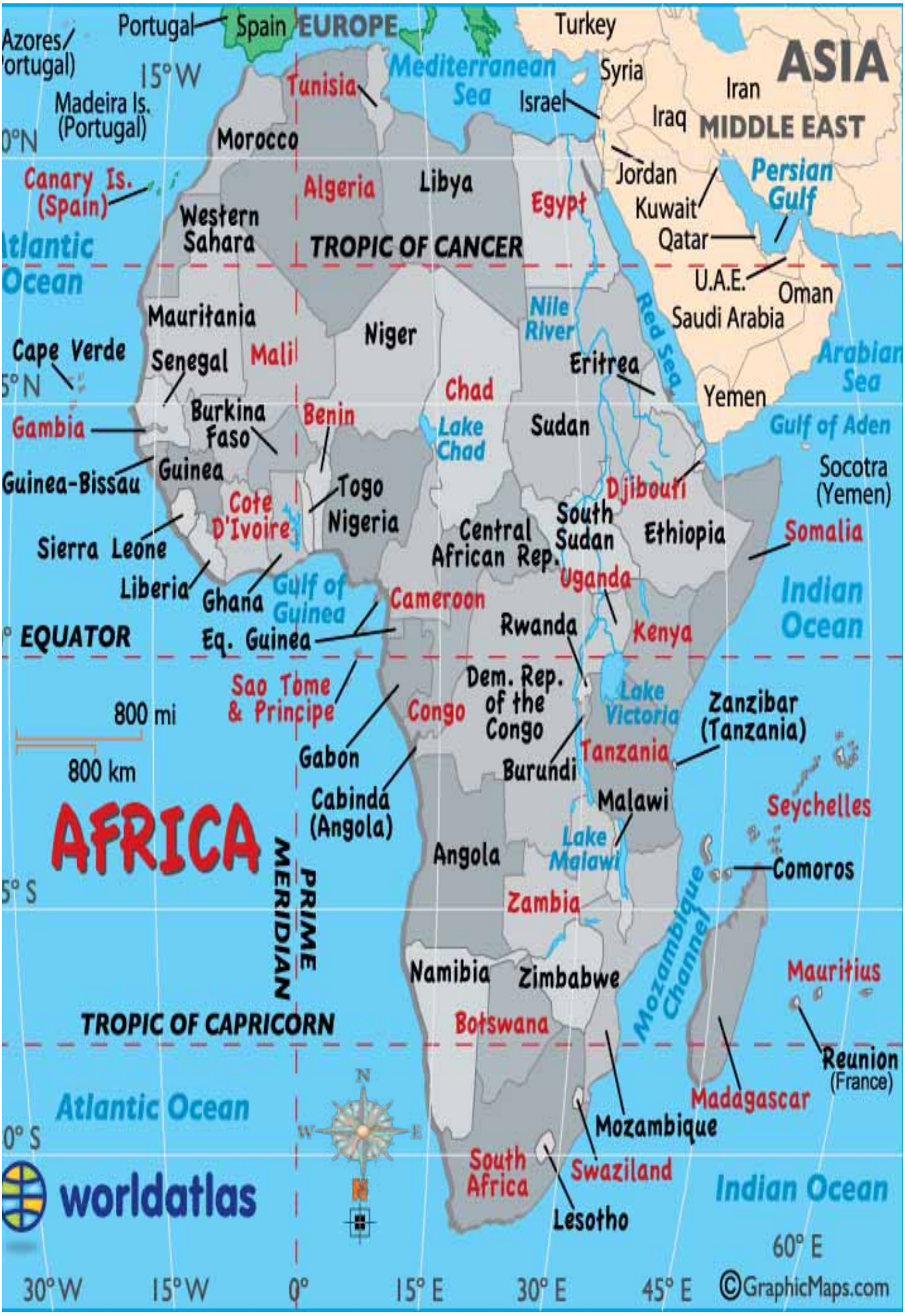
AFRICA – POLITICAL MAP



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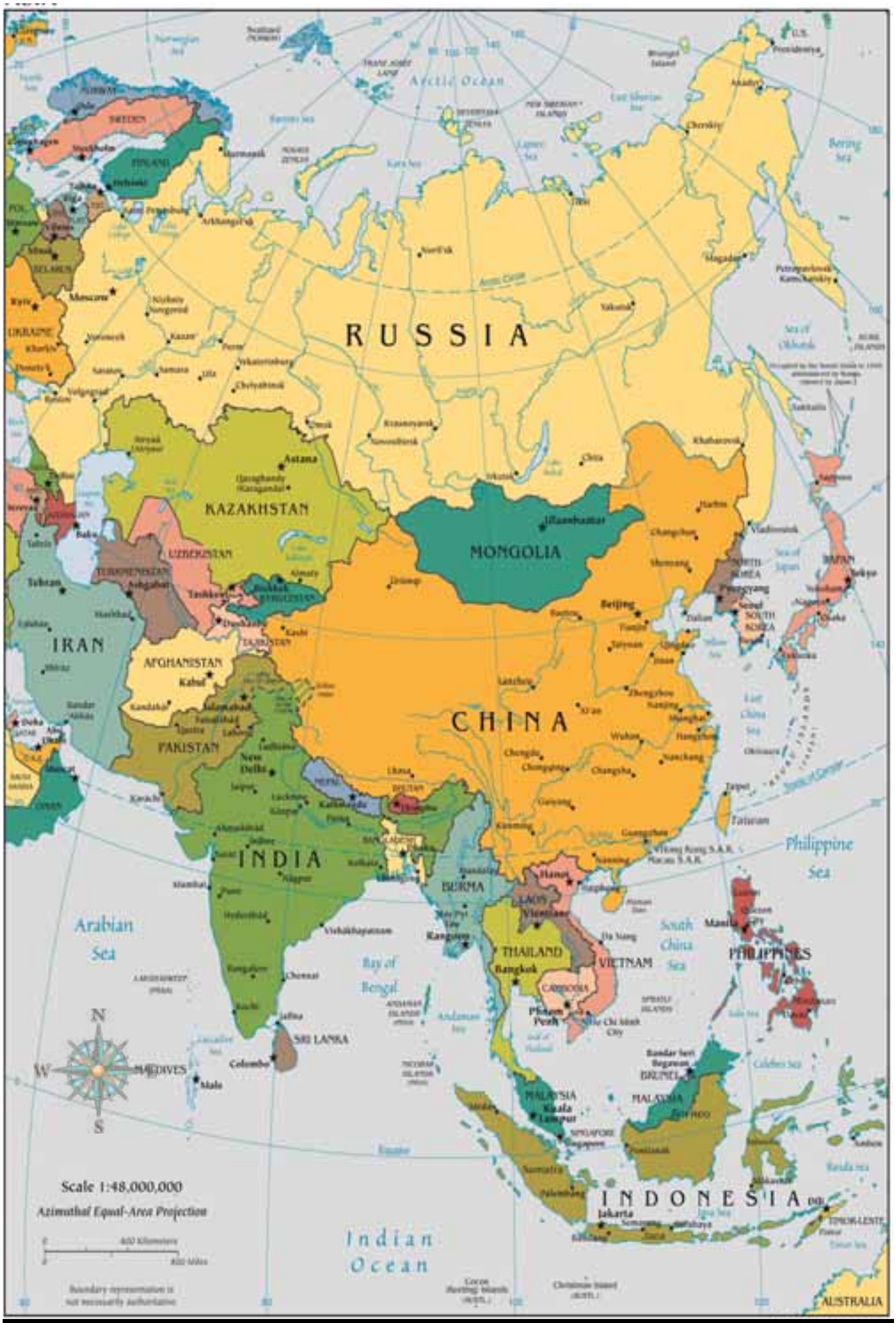
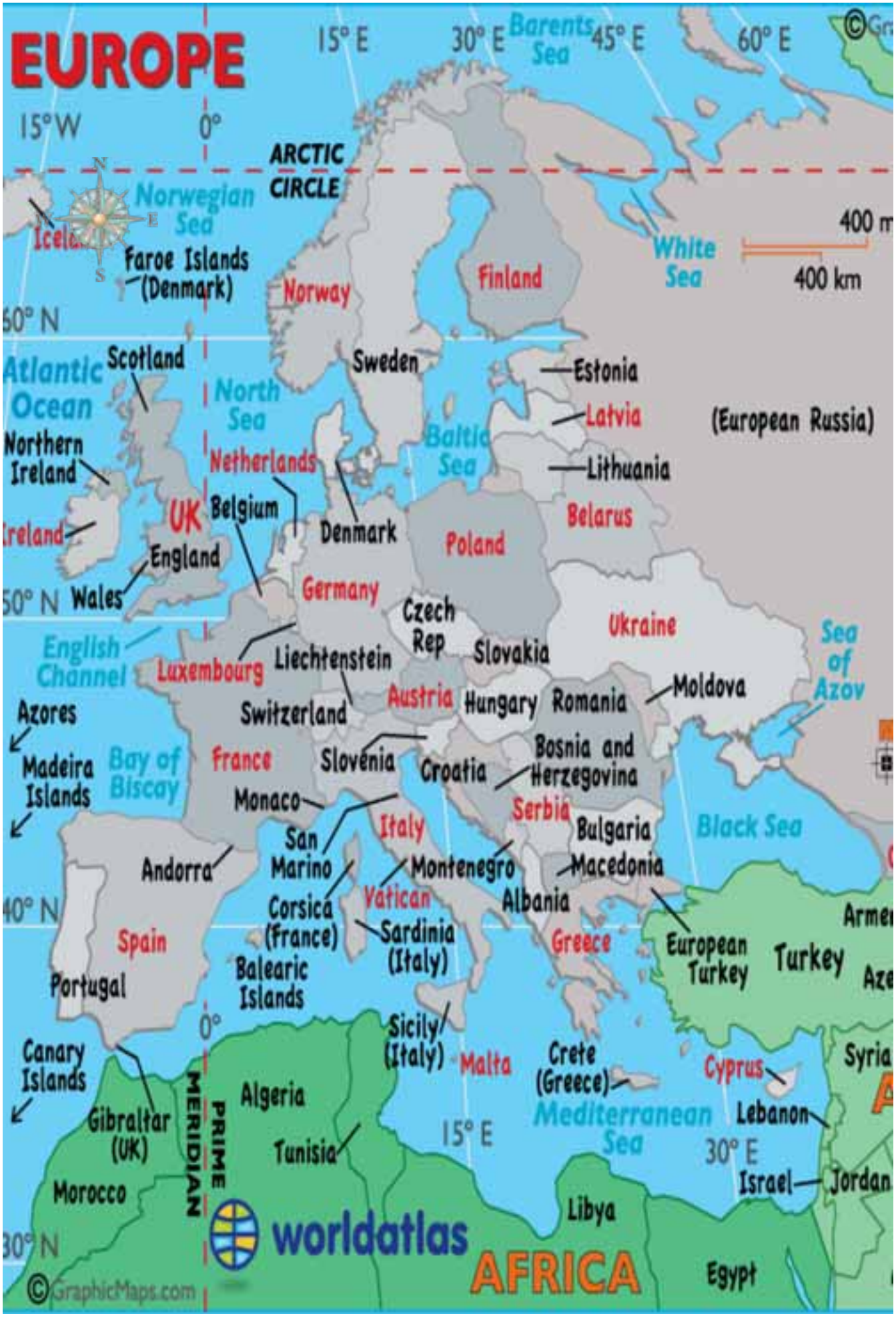


ASIA – POLITICAL MAP



EUROPE – POLITICAL MAP

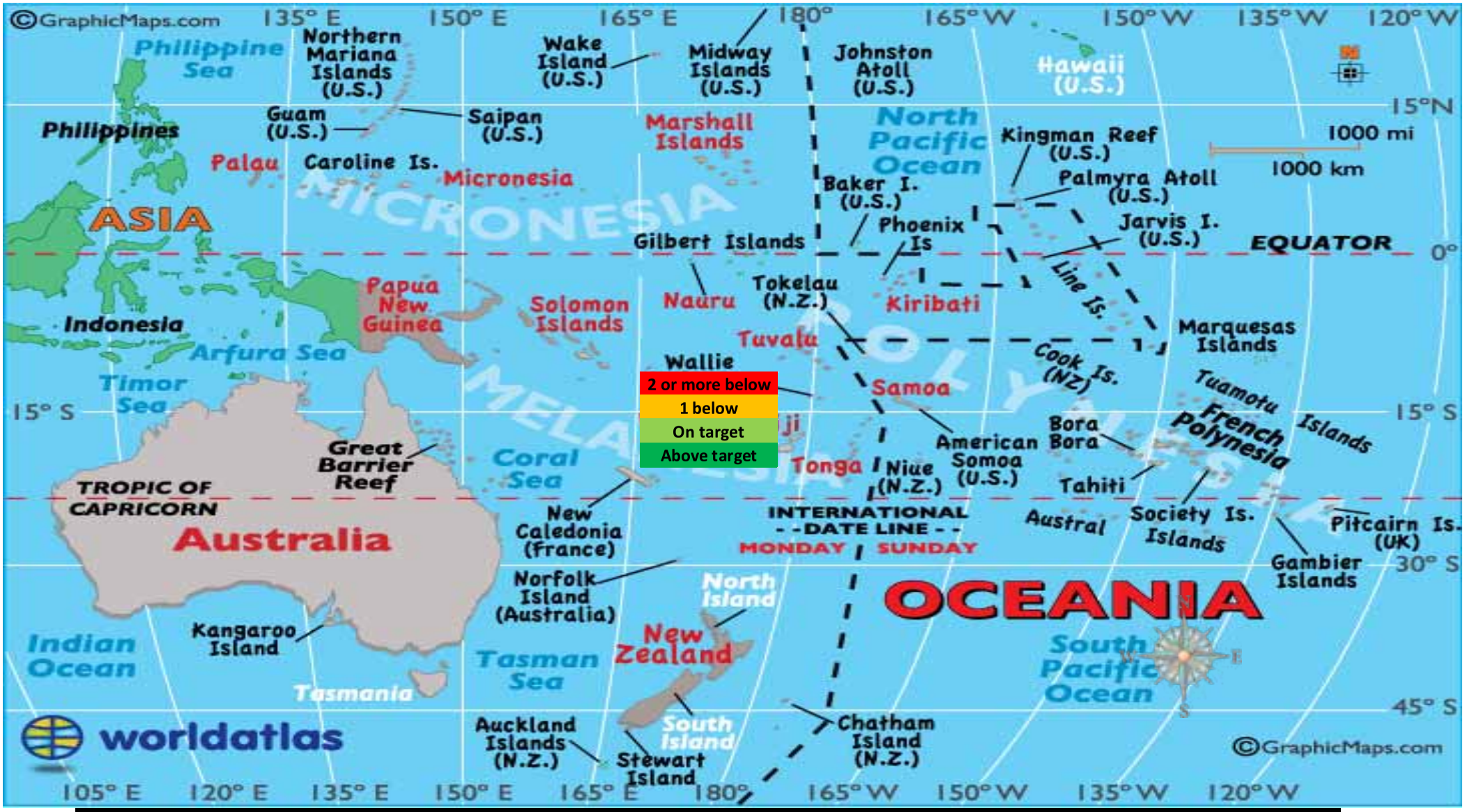
EUROPE – RELIEF MAP

NORTH AMERICA – POLITICAL MAP

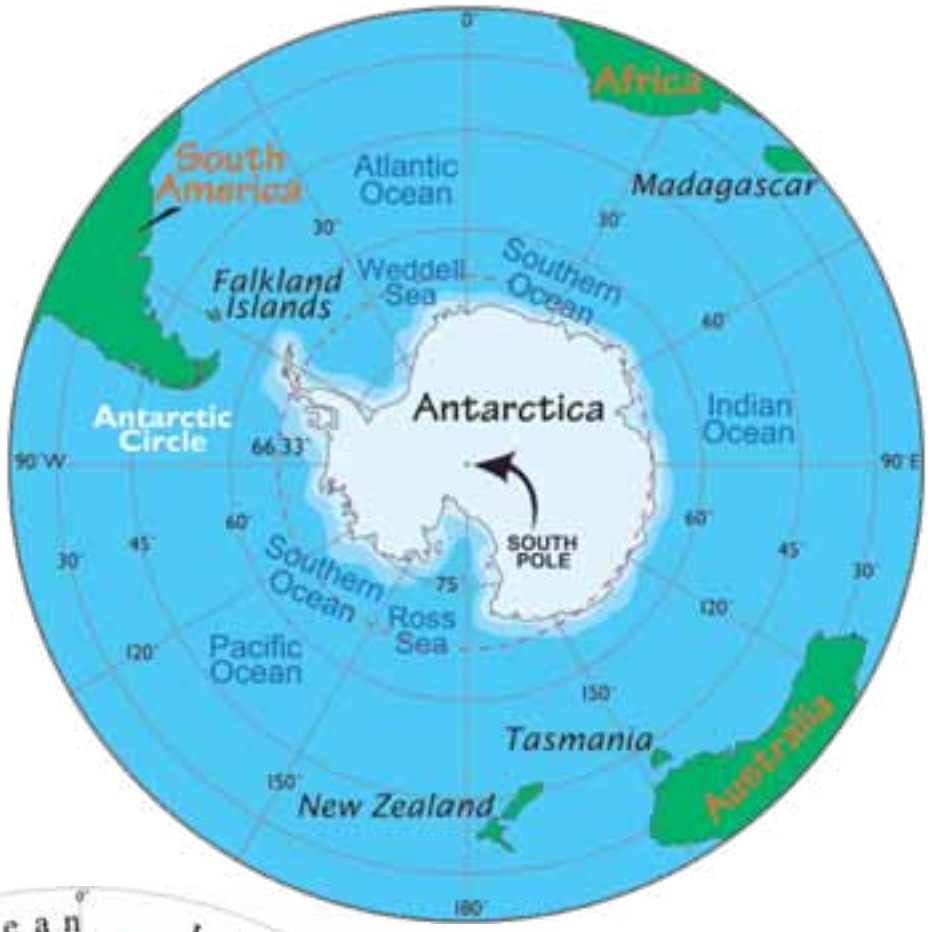
UNITED STATES OF AMERICA – RELIEF MAP

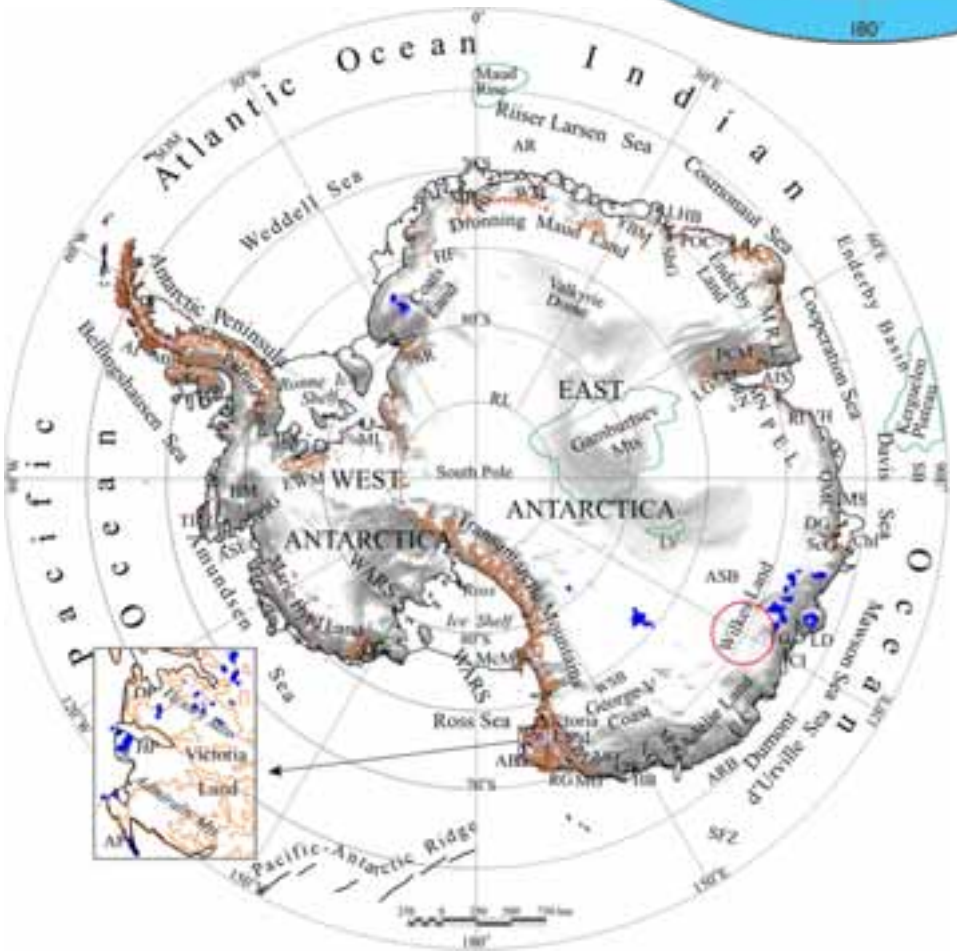
SOUTH AMERICA – RELIEF MAP

SOUTH AMERICA – RELIEF MAP



OCEANIA / AUSTRALASIA


Africa
South America
Atlantic Ocean
Madagascar
Falkland Islands
Weddell Sea
Southern Ocean
Antarctica
Antarctic Circle
66°33'
Indian Ocean
90°W
90°E
SOUTH POLE
Southern Ocean
Ross Sea
Pacific Ocean
Tasmania
New Zealand
Australia


Atlantic Ocean
Indian Ocean
Pacific Ocean
Weddell Sea
Riiser Larsen Sea
Cosmonaut Sea
Enderby Basin
Cooperation Sea
Davis Sea
Mawson Sea
Dumont d'Urville Sea
Bellingshausen Sea
Amundsen Sea
Ross Sea
Victoria Land
Pacific-Antarctic Ridge
EAST ANTARCTICA
WEST ANTARCTICA
South Pole
Ross Ice Shelf
Dronning Maud Land
Antarctic Peninsula
Wilkes Land
Victoria Land

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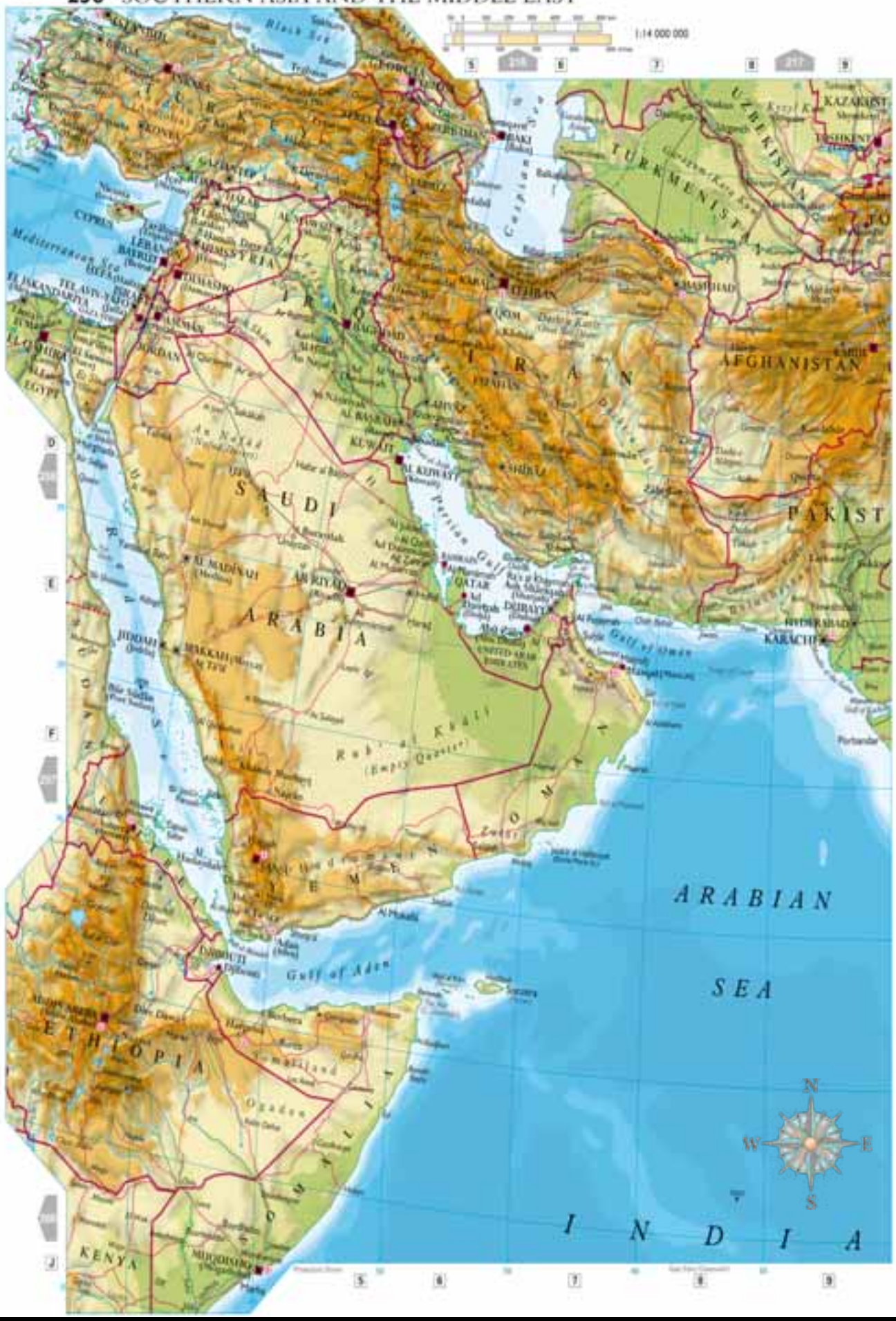
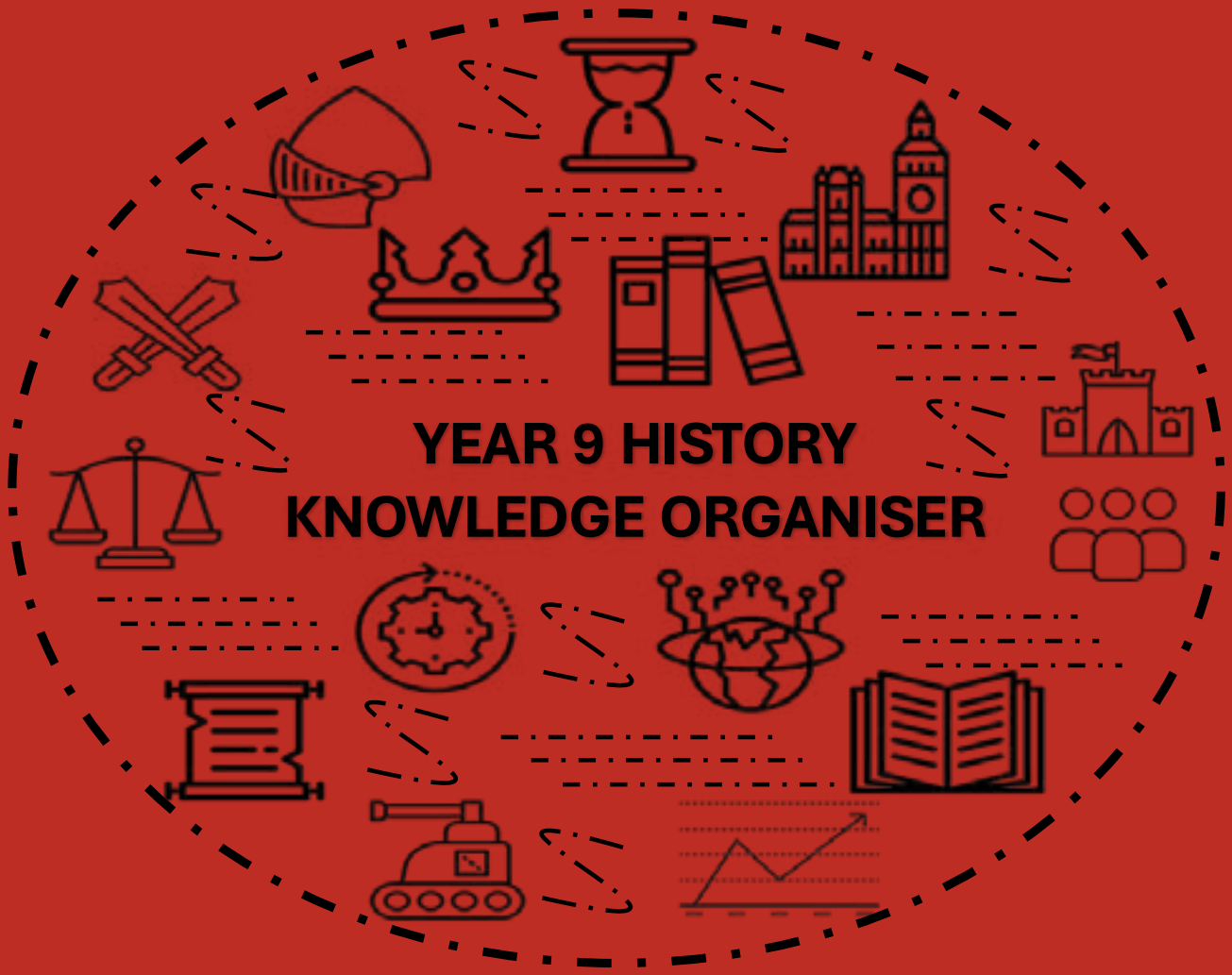
ANTARCTICA

TRANSCONTINENTAL REGION – THE MIDDLE EAST – POLITICAL MAP



TRANSCONTINENTAL REGION – THE MIDDLE EAST –RELIEF MAP



YEAR 9 HISTORY KNOWLEDGE ORGANISER

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EUROPE: Were the peacemakers successful at Versailles?

Big 3: Aims

Name	Country	Motive	Aims
Georges Clemenceau	France	REVENGE: Most of the fighting took place in France. She suffered the most damage and deaths.	Cripple Germany to make sure it was never able to attack France again. Cut its armed forces Push back the border over the Rhine – taking away its defences. Money – He wanted money from Germany to pay for the damage they had caused.
David Lloyd-George	Britain	MAKE GERMANY PAY: The British people wanted revenge, but Lloyd-George wanted a middle way – he was a REALIST	Wanted Germany punished, fairly. He was concerned that punishing them too harshly would lead to an angry Germany who wanted revenge. He wanted to keep Germany strong so she could trade with Britain. Lloyd George wanted to gain control of Germany's colonies.
Woodrow Wilson	USA	PEACE: The USA had joined the war late and had suffered few losses by comparison to Britain and France. He was an IDEALIST	Wanted Self-determination for countries that had been in large empires. He wanted a League of Nations set up to avoid future wars.

Paris Peace Conference– Key Terms

Term	Definition
Paris Peace Conference	Meeting held at the Palace of Versailles to decide how to punish the countries who lost WWI
The 'Big Three'	Representatives of the most powerful victorious countries. Britain, France and USA. (Italy if it's the Big Four)
idealist	A person with committed ideas
League of Nations	A group of countries who worked towards global peace and international cooperation.
Self-determination	The idea that countries should be allowed to govern themselves, rather than being in an empire.
Armistice	First agreement to stop fighting – then a treaty is made
Reparations	Money paid as compensation to country/person that had been harmed
Rhineland	An area of Western Germany that borders France
Allies	A group of countries or people working together – usually Britain, France, USA
Fourteen Points	Woodrow Wilson's rules to create world peace.
Empire	A group of countries or states that are owned by another country
Tsar	Russian leader
Communists	Left wing political organisation in which everyone is believed to be equal and everyone works for the good of the state.
disarmament	The reduction or limitation of the number of weapons and/or troops a country has.

Wilson's Fourteen Points	
No secret treaties	Free seas
Disarmament	Alsace-Lorraine to go to France
Self-Determination	Independence for Serbia
Independent Polish state	League of Nations to be formed

Treaty of Versailles – What factors affected the Settlement?

Term	Definition
The Armistice	When the Germans first surrendered the agreed to an 'Armistice' This would make the fighting stop immediately. The original Armistice agreement included Reparations, Alsace-Lorraine and removing troops from the Rhineland. Clemenceau used these principles to force the Big Three to include them in the final treaty.
Prior Agreements	The Allies had made lots of promises to other countries to get their support in the War. At the end of the War, these countries wanted to claim what they saw as their right. Italy had been promised land from Austria. Japan had been told their claims to land in China would be supported (Manchuria)
Time Constraints	The Conference took a year but with over 32 countries included this was not a long time. Victorious countries were keen to reach a settlement and start claiming their reparations.

Term	Definition
The state of Europe	As so many empires had collapsed after the war, Europe was in chaos. Russia was in revolution and had been taken over by the Communists. Europe lay in tatters and the Big Three were fearful that if they took any longer over the treaty, Communism would spread.
Conflicts of Interest	The Big Three all wanted very different things This made it hugely difficult to agree on anything. Wilson wanted a treaty that would build a fairer world based on his 14 Points Lloyd-George was concerned about balancing making the Germans pay and supporting their economy. The British people wanted to 'squeeze Germany until the pips squeak'. Clemenceau wanted revenge for France

Treaty of Versailles – Why did the Big 3 fall out?

Area	Disagreement
Naval Supremacy Vs Freedom of the Seas	Wilson wanted everyone to have access to the seas. Lloyd-George wanted to protect Great Britain's naval dominance.
Germany's armament Vs Germany as a buffer against Communism	Clemenceau want to protect France from a German invasion (1870+1914) again. Lloyd-George wanted to keep Germany strong as an ally against the Communist Russians.
Revenge Vs Idealism	Clemenceau and the French needed revenge for their hurt, loss and damage. Wilson and the USA had not suffered the same and was concerned a harsh treaty would lead to another war.
Self-determination Vs The British Empire	The USA & Wilson hated empires (they had once been part of England's) and felt countries should be independent. Britain had the largest empire in the world and wanted to keep it.
Huge Reparations Vs Stable Germany	Clemenceau wanted huge amounts of money in compensation for the damage they'd suffered. Britain had very little damage at home and wanted to keep Germany as their main trading partner, as they had been before the war.

Peace Treaties after World War One

Treaty	Reparations	Land	Military	War Guilt
Versailles Germany 1919	Clause 232 Germany agreed to pay in 1919 Figure of £6.6 billion wasn't set until 1921 1988 to pay back	No Anschluss Danzig taken & became a Free City Colonies taken and given to Britain and France as Mandates Saar under LON control for 15 years – coal to go to France 10% of land lost. Alsace Lorraine to France. Eupen-Malmedy to Belgium. North Schleswig to Denmark	100,000 men 6 battleships No air force, conscription, submarines or tanks Rhineland demilitarised	Clause 231 placed ALL the blame for the war on Germany. They hated this the most.
St Germain Austria	They were told to pay, but the amount was never fixed.	Land lost to Italy and Romania Land taken to make Czechoslovakia, Yugoslavia and Poland	30,000 men No conscription No navy	
Neuilly Bulgaria	£100 million	Lost land to Yugoslavia, Greece and Romania	20,000 men No conscription or air force 4 battleships	
Trianon Hungary	They were told to pay, but the amount was never fixed. Hungarian economy collapsed.	Land lost to Romania, Czechoslovakia, Yugoslavia and Austria	30,000 men No conscription 3 patrol boats	
Sevres Turkey 1920	They were told to pay, but the amount was never fixed.	Land lost to Greece. In Europe it lost all land apart from Constantinople (Istanbul) Empire was split up	50,000 men 7 sail boats, 6 torpedo boats Allies were allowed to keep troops in Turkey	
Lausanne Turkey 1923	Reparations cancelled	Regained land back from Greece Retained control of Dardanelles and Bosphorus Straits.	Dardanelles straits had to be open to all. Right to decide own army size	

Treaty of Versailles – Key Terms

Term	Definition
Isolationism	A policy in which a country does not get involved in foreign affairs.
Ratify	Agree with or make official
Abdicate	To give up the throne of a country – such as Kaiser Wilhelm in 1918
Weimar Republic	The democratic government that ran Germany from 1919-1932
Weimar Constitution	The rules setting out how to govern Germany during the Weimar era.
Democratic	System of government where people vote for their leader.
Hyperinflation	When money becomes worthless

Term	Definition
Diktat	A forced treaty or 'dictated peace. The Germans called the TOV a 'Diktat'.
Clause	A term in an agreement or treaty
Demilitarise	To remove all military/weapons from an area
Anschluss	The union between Germany and Austria
League of Nations	Formed under the TOV – a group of countries that were formed to keep the peace
Conscription	Forced military service
Mandates	A former colony that was given to the LON to run it was ready to run itself
Propaganda	Using the media to persuade people to think or behave in a certain way.

Was the Treaty of Versailles fair?

YES	NO
It seemed right that the losing countries should pay for the damage.	6 million Germans lived outside Germany – they feared persecution.
Germany had inflicted a similarly harsh treaty on Russia in 1917.	Many felt a harsh TOV would cause another war.
Europe was falling apart – the peace makers had to act quickly.	Germany felt vulnerable as their military had been reduced.
	Germany had to accept total blame for the war even though all had been involved in causing the war.
	It was a Diktat. Germany though the peace would be based on Wilson's 14 Points – if they knew how few would make it through they might not have signed the armistice to begin with.
	The reparations crippled Germany
	Many new countries united people who didn't want to be together leading to many bloody Civil Wars.
	The Treaty of Sevres was so bad that it had to be replaced by the Treaty of Lausanne.

Many new countries were made after WWI – countries like Czechoslovakia did well.

It had resources and was well respected in Europe. Poland was created as a barrier against Russia, but was weak.

Poland was given the Polish Corridor from Germany and the Germans hated being Polish.

Poland was surrounded by enemies.

Reactions to Versailles

	Leader	Public
Britain	Lloyd-George felt the TOV had been too harsh. He worried about those who had been separated from Germany and that the reparations had crippled its economy so it couldn't trade.	The public believed the propaganda and had no sympathy for the Germans. People had suffered and wanted to see Germany 'pay'. People felt the TOV could have (and should have) been much harsher.
France	Clemenceau wanted no army for Germany & that the Rhineland should have been taken away completely. The reparations weren't high enough either. Invaded the Ruhr with Belgium in 1923 when Germany missed its reparations payment.	Furious that the treaty wasn't harsher! The French voted Clemenceau out of office for doing a poor job.
The USA	Wilson was devastated at the harshness of the treaty. He was pleased the LON had been created but upset his 14 points had been ignored. In 1924 he died of a stroke letting the Republicans into office who followed Isolationism.	Wanted to follow a policy of isolationism to avoid future conflicts. The Senate (government) refused to sign the Treaty so the USA couldn't join the LON.

Reactions to Versailles

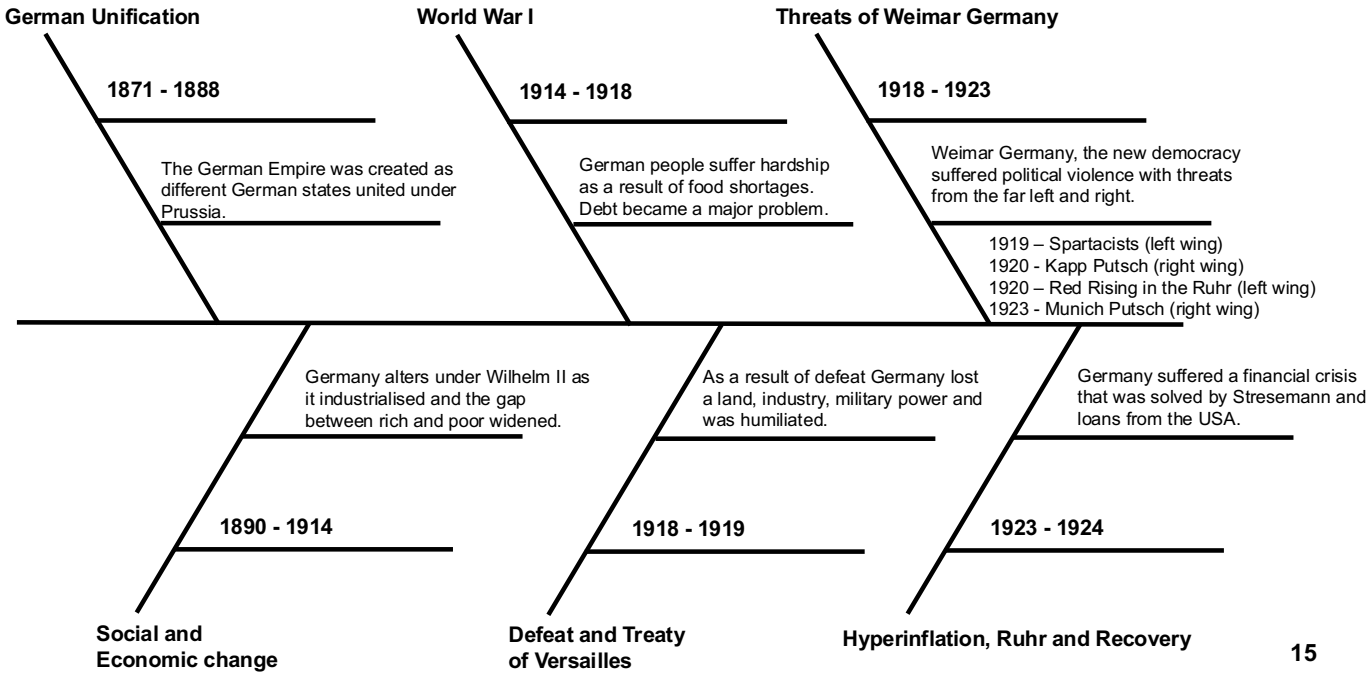
	Impact	Significance
Germany	Shock at the harshness. The Diktat was neither expected nor justified. The government had no choice but to sign on 28th June 1919 Germany lost 16% of its coal, 48% of its steel. 6 million Germans now lived in another country. Ruhr invaded by France in 1923. German government ordered factories to shut down in passive resistance. Money was printed to pay the striking workers leading to hyperinflation.	They became known as the 'November Criminals' and the 'Stab in the back' theory was born. The Weimar government faced uprisings from both the left and right wing extremists. Germany claimed 763,000 had died of starvation by 1921. Germany was angry and humiliated. Hyperinflation destroyed the German economy and allowed Hitler and the Nazi party to attempt to seize power in November 1923 in the Munich Putsch.
Turkey	The people of Turkey overthrew their government and threatened war unless a new Treaty was signed. In 1923 the allies signed the Treaty of Lausanne.	By signing a new treaty the allies undermined all the others and people like Hitler and Mussolini knew it.
Austria	Much of Austria's industry was given to Czechoslovakia. Its empire was completely broken up.	Austria's economy collapsed in 1921

Big 3: Satisfaction

Name	Country	Aim achieved?	Aim not achieved?
Georges Clemenceau	France	Germany had to accept the War Guilt Clause – Clause 231. This damaged Germany PRIDE Armed forced were all reduced Rhineland demilitarised Reparations figure was set at 6.6 billion in 1921 France gained coal from the Saar for 15 years.	Guilt was not enough – they wanted Germany destroyed. Clemenceau was voted out. Clemenceau wanted NO ARMY People wanted it to be INDEPENDENT The war cost France 200 billion Francs – not enough money! They wanted the Saar forever
David Lloyd-George	Britain	War Guilt Clause pleased the British. British received Reparations even though little damage had been done at home. Navy reduced meant Britain maintained its dominance. Britain gained control of many German colonies	Lloyd-George worried the Treaty was too harsh and that Germany would seek revenge in another 25 years. Germany economy was crippled by the reparations – they could not trade with anyone
Woodrow Wilson	USA	Many smaller countries were given their independence – such as Czechoslovakia. The LON was created, 42 countries joined in 1920 Those countries agreed to work together to avoid future wars	Parts of Germany were given away to other countries – Germany didn't think this was fair The USA senate refused to join the LON. The USA began a policy of Isolationism. Wilson felt the TOV was too harsh and they would seek revenge

GERMANY: Was democracy a success in Germany between 1890-1928?

Germany 1890 – 1919



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Germany before World War ONE

Problems faced by the Kaiser	
Debt	Germany was in debt as the Kaiser was spending lots of money on building up his navy.
Socialists	The Socialists (who did not like the Kaiser) got 1/3 of votes in elections to the Reichstag.
Competition	Germany was competing with Britain and other nations over the size of the militaries and empires.

Key Individual	Details
Kaiser Wilhelm II	Leader of Germany. Not elected. Wanted to rival Britain's empire (a place in the sun) and Navy. Related to the British Royal family – his grandmother was Queen Victoria Jealous of his cousins' empires

1871 Unification of Germany
Before this point Germany had been separate states. Bismarck unified all the states into one country.

1888 Kaiser Changes.
Wilhelm's Father dies and he becomes Kaiser Wilhelm II of Germany.

1898 –1912 Naval Laws
Allowed for building of Dreadnought ships. Caused huge amounts of debt for Germany and higher taxes.

1913 Economic Development
German iron and steel production overtakes Britain's

1914 World War 1 began.
Germany and Austria were against France, Britain and Russia.

28 October 1918 Kiel Mutiny
German sailors refuse to follow orders to attack the Royal Navy. Workers support the sailors.

9th November 1918 Kaiser Wilhelm abdicated and fled from Germany.
SPD leader, Ebert takes control. Revolution in Germany as workers and soldiers take over German cities.

11th November 1918 Armistice .
German politicians sign the Armistice bringing the fighting of World War I to an end.

16

Germany before World War ONE

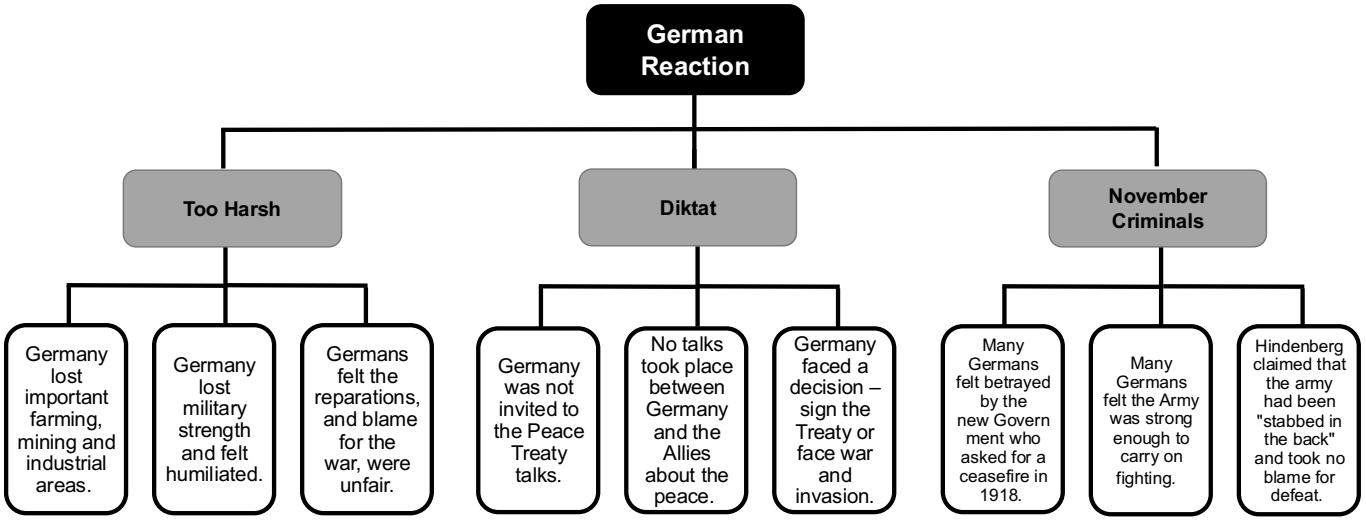
Keyword	Definition
Kaiser	Emperor and leader of Germany
Reichstag	German Parliament. Only men over 25 could vote. The Kaiser controlled it.
Socialism	Ideology that wants people to be equal. Opposed to the Kaiser and his power.
Communism	Left wing ideology that believe in equality. Wanted the workers to run Germany.
SPD	Socialist Party of Germany. Supported by the workers. Did not like the Kaiser.
Dreadnought	Powerful battleship.
Trade Unions	Represented workers and tried to improve conditions for them. Did not like the Kaiser.
Weltpolitik	World Policy. Germany trying to gain an empire like Britain's. They took over countries such as Kaiser Wilhelm land and Togoland.
Navy Laws	Granted money for the building of Dreadnoughts. Left Germany in debt.

Problems caused by World War One	
Bankrupt	Germany had borrowed money from USA. Factories were exhausted and had only produced material for the war. War pensions would cost the government a lot of money.
Society Divided	Some factory owners had made a lot of money Workers thought this was unfair as they had to put up with rationing and food shortages. Women had worked in the factories whilst most men thought their place was in the kitchen.
Politically unstable	People felt betrayed by the government and thought it was their fault Germany lost. They were called the November Criminals.
Leadership	9th November 1918 the Kaiser abdicated (resigned) as leader of Germany

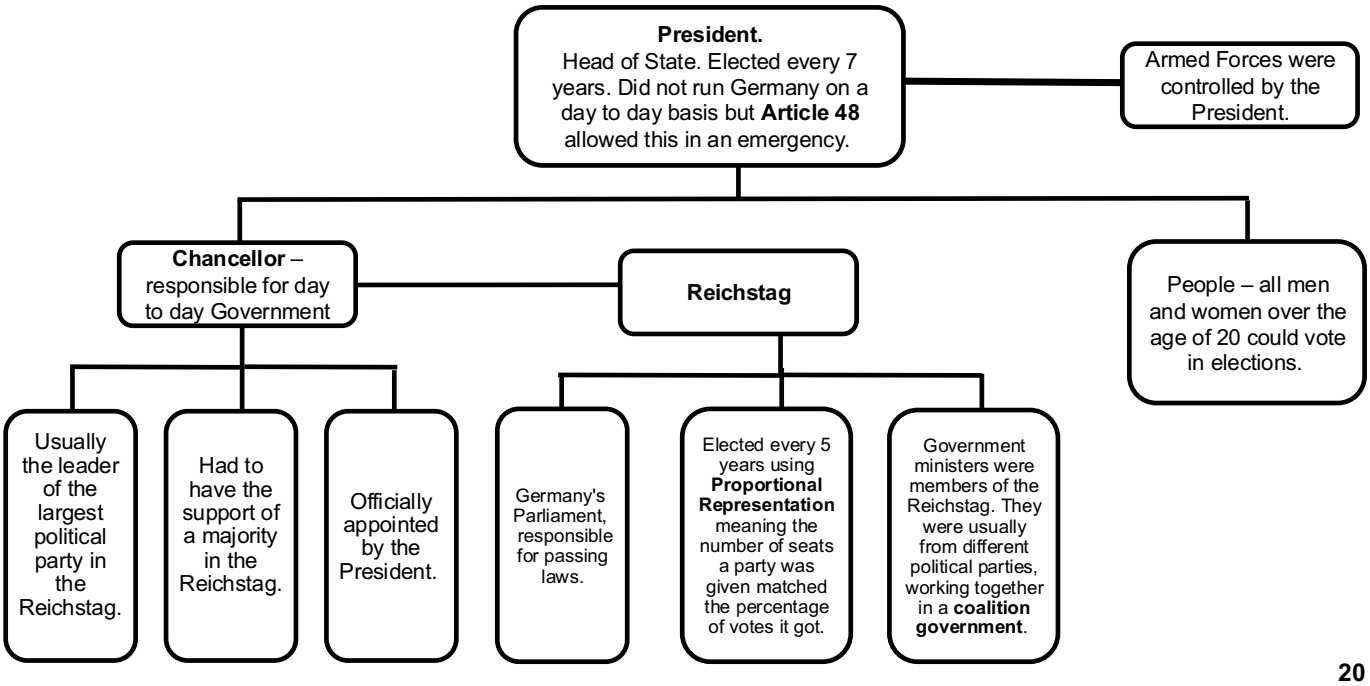
The impact of the Treaty of Versailles

Terms	Detail
War Guilt	Clause 231 The war was Germanys fault It must pay the full cost of the war
Reparations	Set at £6.6 billion
Land	Germany had to hand over its colonies Areas of land taken and given to France – Alsace Lorraine Czechoslovakia - Hultschin Poland - Silesia Danzig placed under LON control
Army	Limited to 100,000 Never join with Austria again – no Anschluss
Rhineland	No troops allowed to be placed in the de-militarised zone between Germany and France
Saar	Given to the LON for 15 years but France could take coal for that time.

What did Germans think of the Treaty of Versailles?



The Structure of Government in Weimar Germany

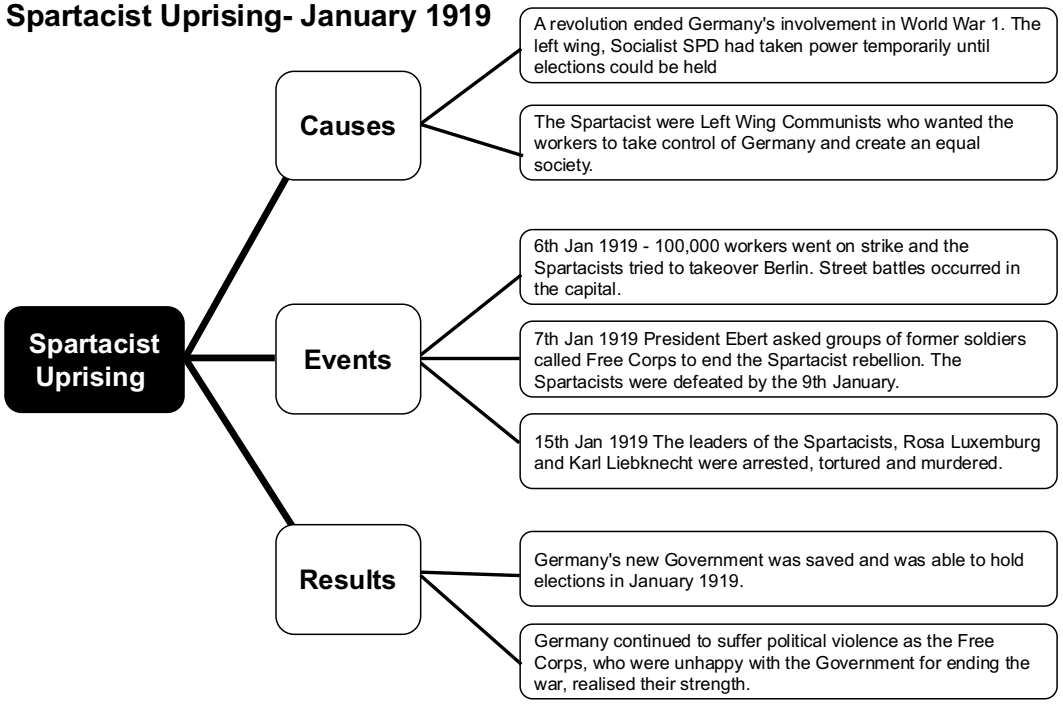


Weimar Republic - Structure

Would the Weimar Republic work?		
Advantages	Proportional representation meant the system was fairer.	Smaller parties got more of a say.
Disadvantages	Article 48 meant the President could do whatever he wanted in an emergency. Not very democratic.	Proportional representation led to coalition governments These often collapsed. This made it hard to achieve anything.

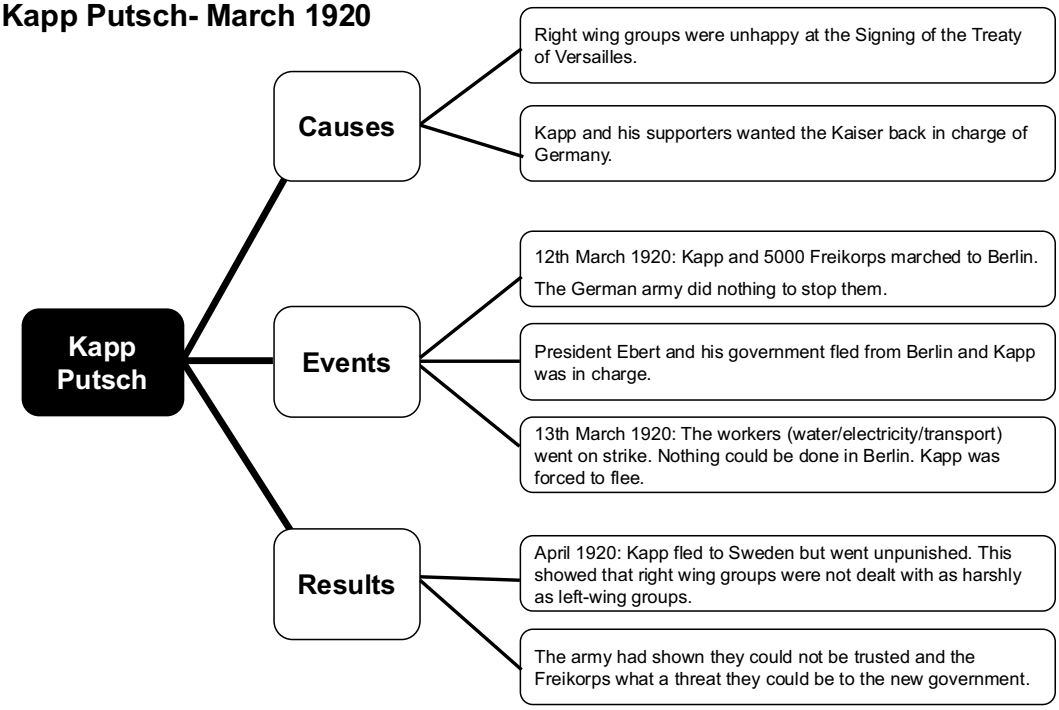
Keyword	Definition
Article 48	Part of the Weimar Constitution that gave the President the right to rule in crisis without the Reichstag.
Coalition Government	Government with more than one party in it. Often led to disagreements.
Proportional Representation	% votes in an election = % seats in the Reichstag.
Reichstag	German Parliament

Spartacist Uprising- January 1919



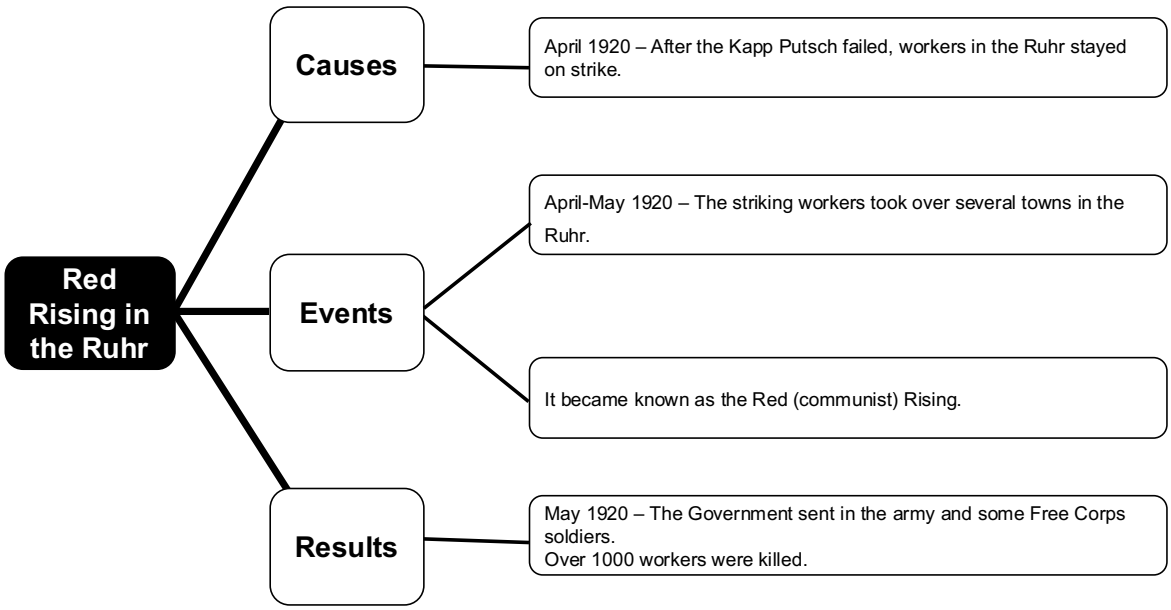
Keyword	Definition
Spartacists	Group who wanted Germany to be Communist
Communism	Left wing ideology that believe in equality. Wanted workers to run Germany.

Kapp Putsch- March 1920

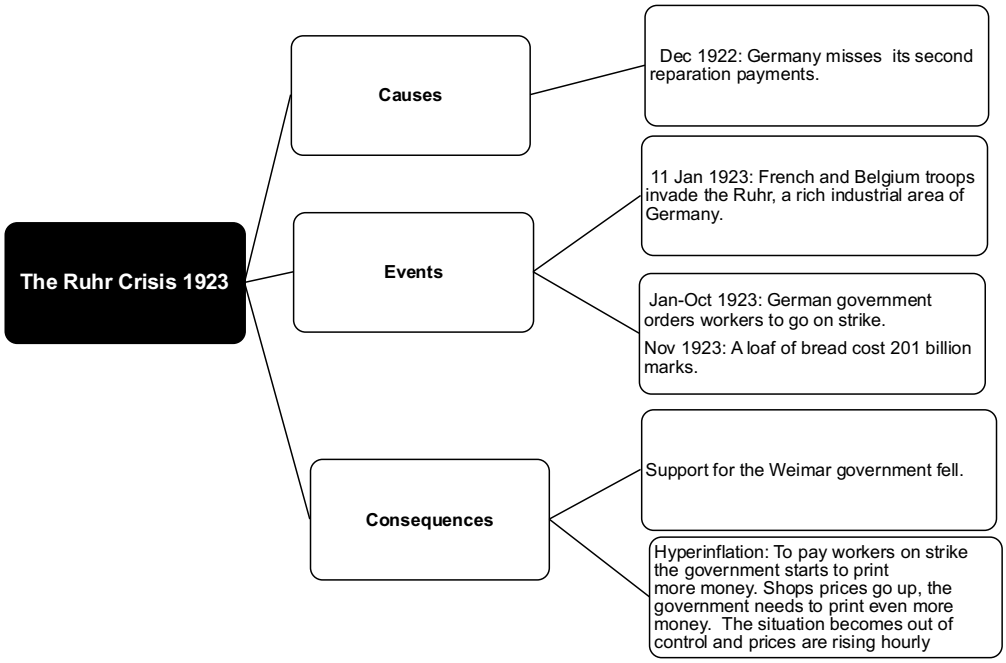


Keyword	Definition
Putsch	Rebellion or attempt to take over the government.
Free Corps	Ex-soldiers, right-wing who did not like the new Weimar government or communism.

Red Rising in the Ruhr- March 1920 (following the Kapp Putsch)



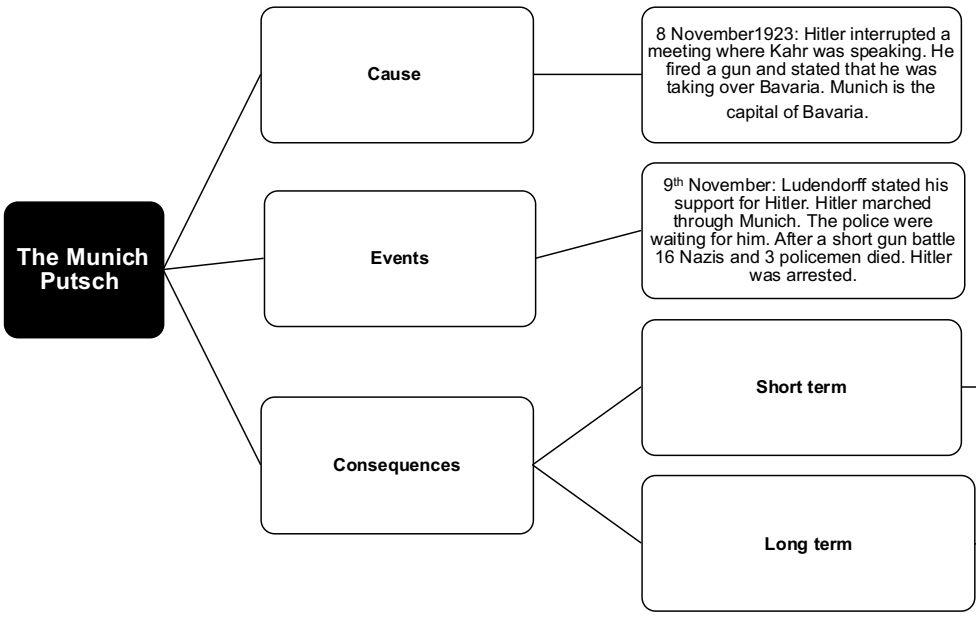
Ruhr Crisis- 1923-1924



Keyword	Definition
Hyperinflation	Prices go up and money decreases in value at a very fast rate.
Diktat	Germany's name for the Treaty of Versailles, as it had been dictated to them.

Winners	Losers
People with loans could easily pay them off.	Anyone on fixed incomes, pensioners, could not afford food.
	Savings were now worthless.
	Many businesses collapsed.

Munich Putsch – November 1923



Key Individuals	Details
Adolf Hitler	Leader of the Nazi Party
Ludendorff	Former army leader. Supported the Munich Putsch.
Gustav von Kahr	Leader of the Bavarian government.

Keyword	Definition
NSDAP	National Socialist German Workers Party – also known as the Nazi Party.
SA	Storm troopers, violent ex-soldiers who supported the Nazis.

Weimar Recovery – Stresemann Recovery

Problem	Solution
Hyperinflation	Stresemann introduced a new currency, the Rentenmark. Prices were brought back under control.
French troops in the Ruhr	Started to pay reparations. The French left the Ruhr
Germany is not trusted by other countries	Stresemann signed the Locarno Treaty in 1925. Locarno meant Germany accepted the TOV. In 1926 to Germany being allowed to join the League of Nations.
The economy is not doing well	Stresemann signed the Dawes Plan in 1924 with the USA. This lent Germany 800 million gold marks to help pay reparations and re-build the economy. A further deal in 1929, Young Plan, gave Germany longer to pay the reparations.

Consequences
The economy began to grow and hyperinflation was brought under control.
People with savings did not get their money back and were unhappy with the government.
Germany was now too reliant on US loans.
Support for the Nazi party fell.

Key Individuals	Details
Stresemann	Foreign Minister of Germany 1923-29
Charles Dawes	US politician who negotiated the Dawes Plan.

Weimar Culture

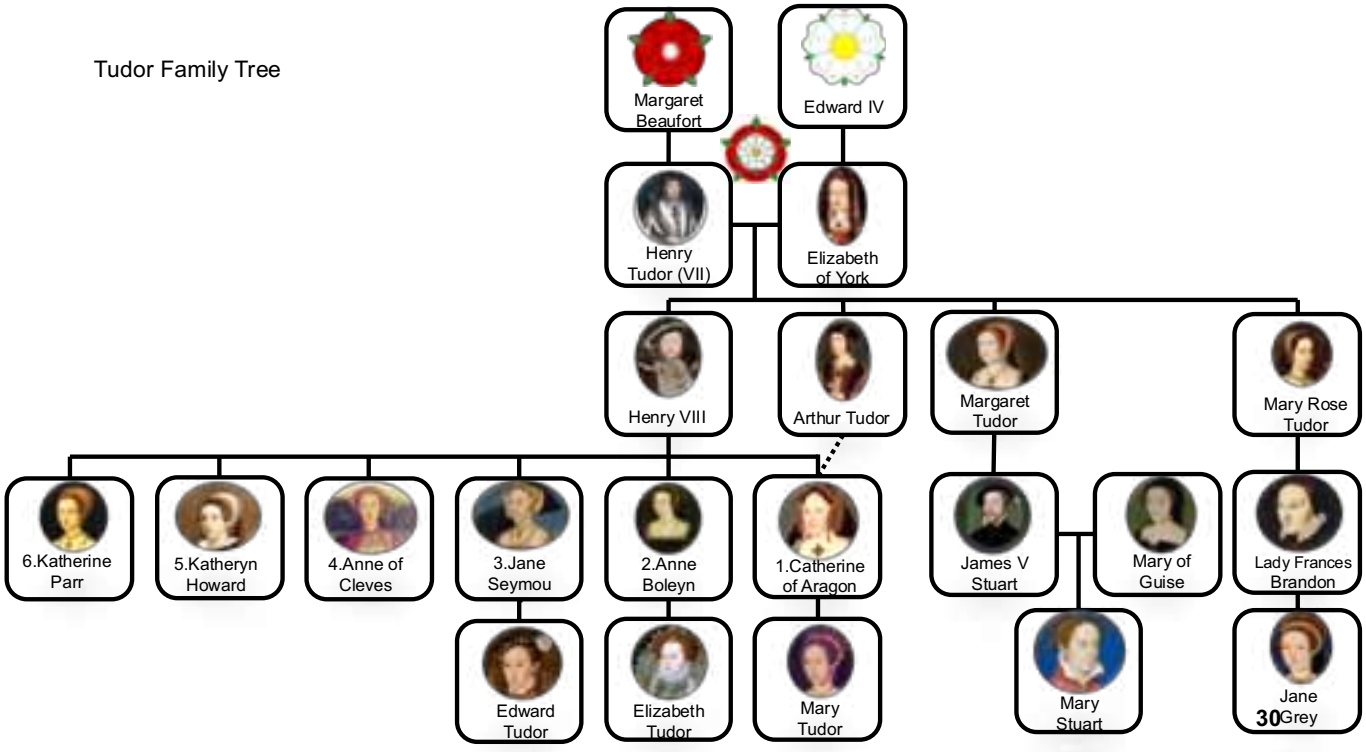
Topic	Detail
Literature	All Quiet on the Western Front, an anti-war book became a best seller.
Nightlife	Jazz music was popular in clubs. Increased freedom allowed for transvestite evenings at clubs.
Art	Artists like Grosz began to paint ordinary people and their lives for the first time.
Cinema	Marlene Dietrich was a worldwide movie star. Metropolis was the most advanced film of the decade.
Design	Bauhaus, with its focus on simplicity, became the most popular school of design.

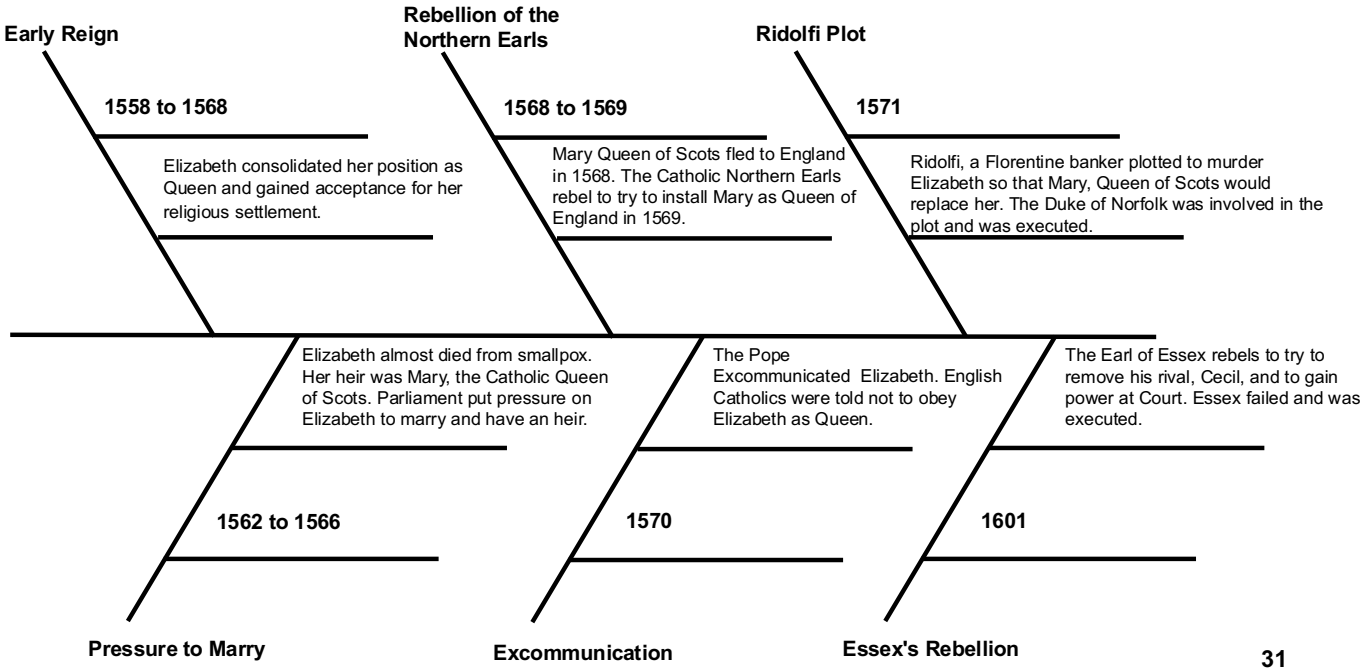
Consequences
Lack of censorship meant artists had more freedom. However, right wing groups thought it was decadent. The extremists (Nazis) felt new culture reflected a decline in Germany.
Berlin became a culture capital and even rivalled Paris.

Key Individuals	Details
George Grosz	Famous artist from the Weimar period
Marlene Dietrich	Famous German movie star

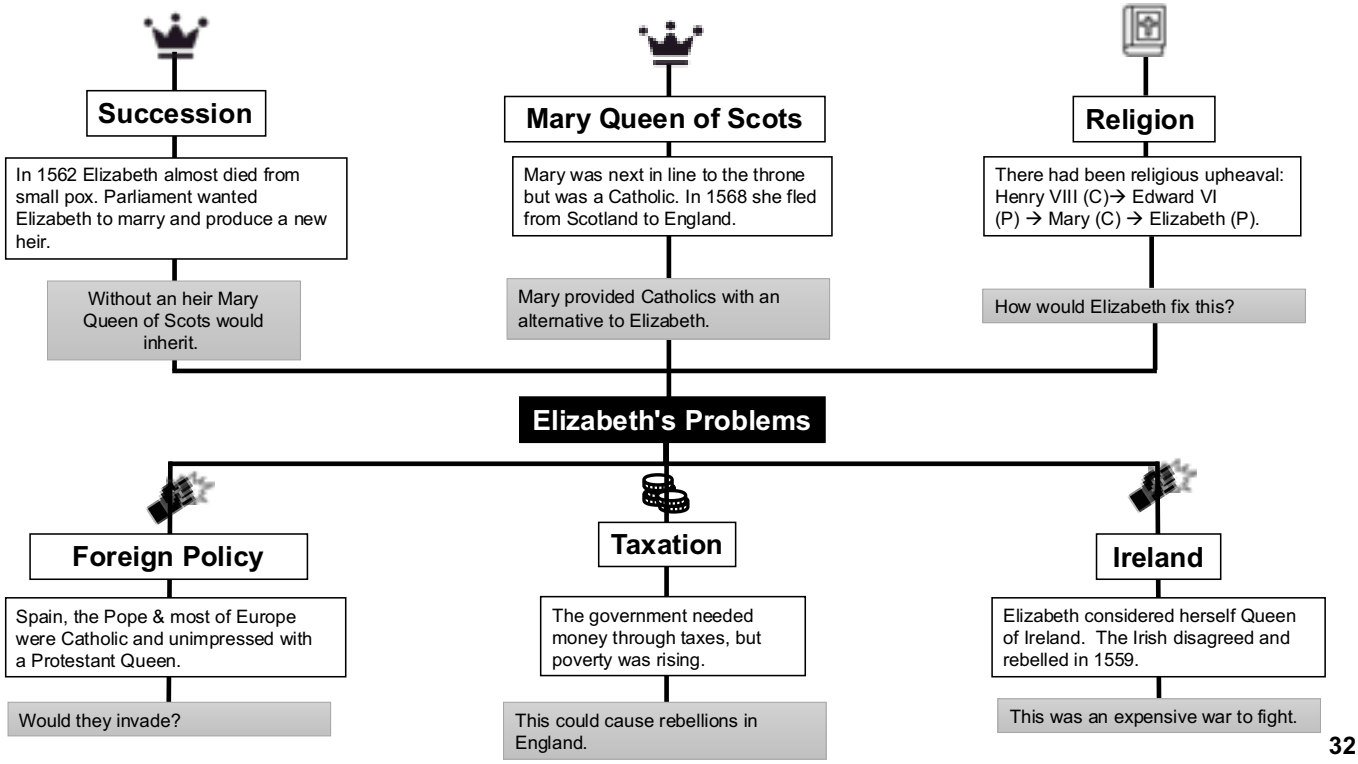
BRITAIN: How successful was Elizabeth in her early reign?

Tudor Family Tree





Elizabeth: Problems



Elizabeth: Court key terms

TERM	DEFINITION
Inherit	To gain possessions after someone dies
Treason	Attempt to kill a King/Queen. Punishable by death
Royal court	Nobles, advisers & others who surrounded the Queen
Nobility	Earls, dukes, lords & ladies. Special rights/privileges
Secretary of State	The leader of the Privy Council – a very powerful position. For most of Elizabeth's reign it was William Cecil.

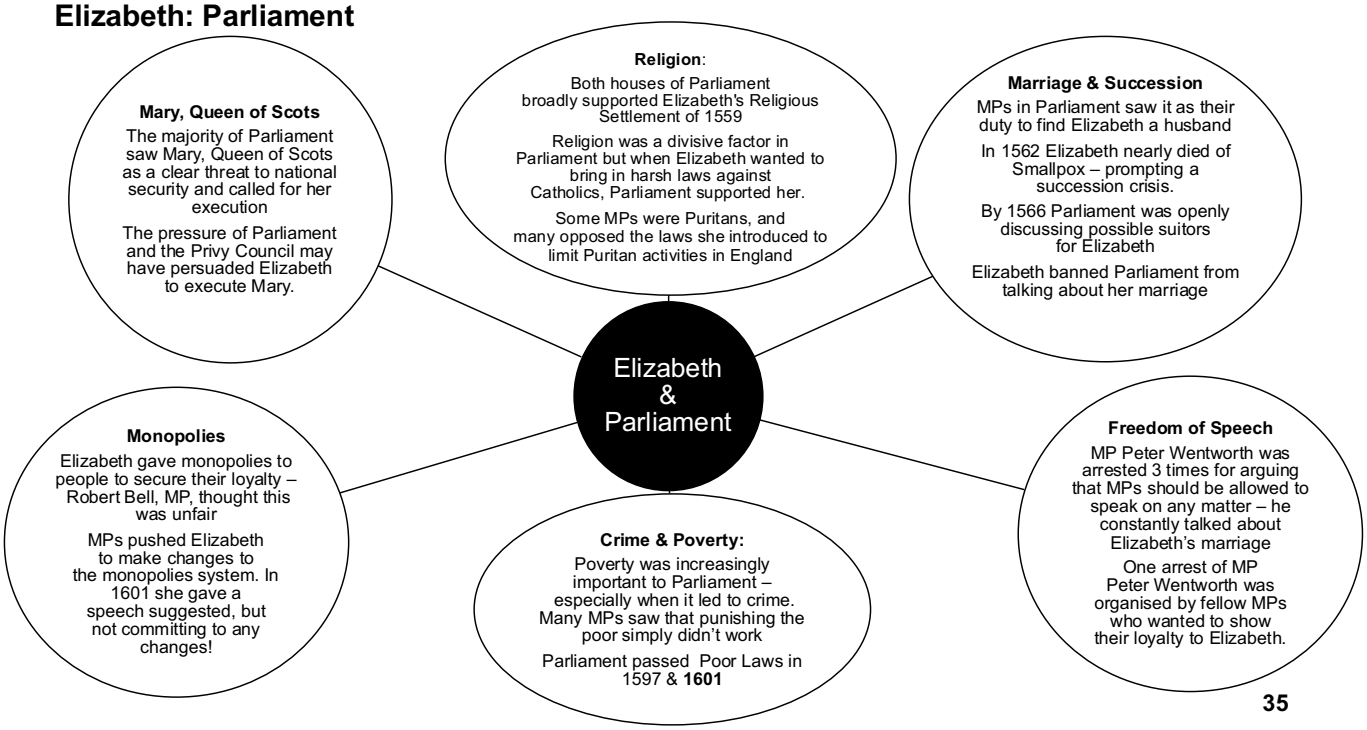
TERM	DEFINITION
Militia	A non-professional army raised for a rebellion/war
Privy councillor	A King/Queens private councillor. Usually a great noble landowner. Exclusion from the PC could lead to rebellion.
gentry	High social class, below nobility, could be a JP.
patronage	Land/title's/power given to ensure an individual's support.

Elizabeth: Court

ELIZABETHS COURT	
Parliament	House of Lords (nobility) & Commons (MPs, still wealthy). Much less powerful than today's Parliament. Influenced taxes and passed laws. Queen decided how much to call it, and indeed, if she listened to it.
Privy Council	Day to day running of the country. Main advisors. She chose, but often the most powerful men in the country. Dealt with military, foreign, religion, security. If they agreed it was hard to ignore them. Led by the Secretary of State. William Cecil & Francis Walsingham key members.
JPs	Kept law and order. Selected from local gentry. 1 JP could send to prison, 2 for execution. JPs swore to deal with all fairly, rich or poor.
Lord Lieutenants	Admin for a particular area of the country – e.g. the North. Responsible for raising a militia. Often also on Privy Council = powerful

KEY INDIVIDUALS	
William Cecil (1520 – 98)	MP who served twice and Elizabeth's Secretary of State. One of her most trusted advisors. Played a key role in the development of the Poor Laws and Elizabeth's religious policies. Encouraged Elizabeth to take control of Catholic Ireland and to fight other Catholic rivals overseas.
Francis Walsingham (1532 - 90)	Served as Elizabeth's Secretary of State from 1573. One of her most trusted advisors. Elizabeth's 'Spy Master' said to have eyes and ears everywhere. Played a large role in the trial and execution of Mary, Queen of Scots. Helped to develop England's naval power.

Elizabeth: Parliament



Elizabeth: Marriage

WHO SHOULD ELIZABETH MARRY?		
Robert Dudley	✓Queens friend and favourite	×Death of wife in 1560 led to rumours he had killed her to marry Elizabeth ×Might cause jealousy
Francis, Duke of Alençon	✓Could lead to influence in France	×By the time marriage was considered, she was 46 – too old ×He was French AND Catholic
King Philip II of Spain	✓Powerful and wealthy. ✓He controlled South America.	×He had been married to Mary Tudor – the people didn't like him. ×He was a Catholic – what would their child be raised as?

Elizabeth: Rebellions

KEY PEOPLE	EXPLANATION
Mary, Queen of Scots	Elizabeth's cousin, a Catholic and heir to the throne after Elizabeth. She was the figurehead for most of the plots in Elizabeth's reign
Duke of Norfolk	Queens's second cousin and leading English nobleman. Raised a protestant, but from a Catholic family. Lord Lieutenant of the North
Northumberland	Father executed for leading a rebellion against Henry VIII. Didn't inherit his father's title until Mary I. Was a Catholic but treated well.
Westmorland	Catholic who had been powerful under Mary I, lost influence under Elizabeth. Remained powerful in the north. Linked to the Howards
Ridolfi	Italian banker who travelled widely through Europe. Sent money to support Catholic rebels in England. Worked for the Pope as a spy.
Essex	Robert Devereux, step son of Queens favourite the Earl of Leicester. Had a factional rivalry with Robert Cecil for the Queens attention.
Babington	Rich, young, devoted Catholic who lead a plot in 1586

TERM	DEFINITION
Mass	An illegal catholic church service in Elizabethan England
Monopoly	The exclusive rights to trade in a particular product
Excommunicate	To remove from the Catholic Church by the Pope.

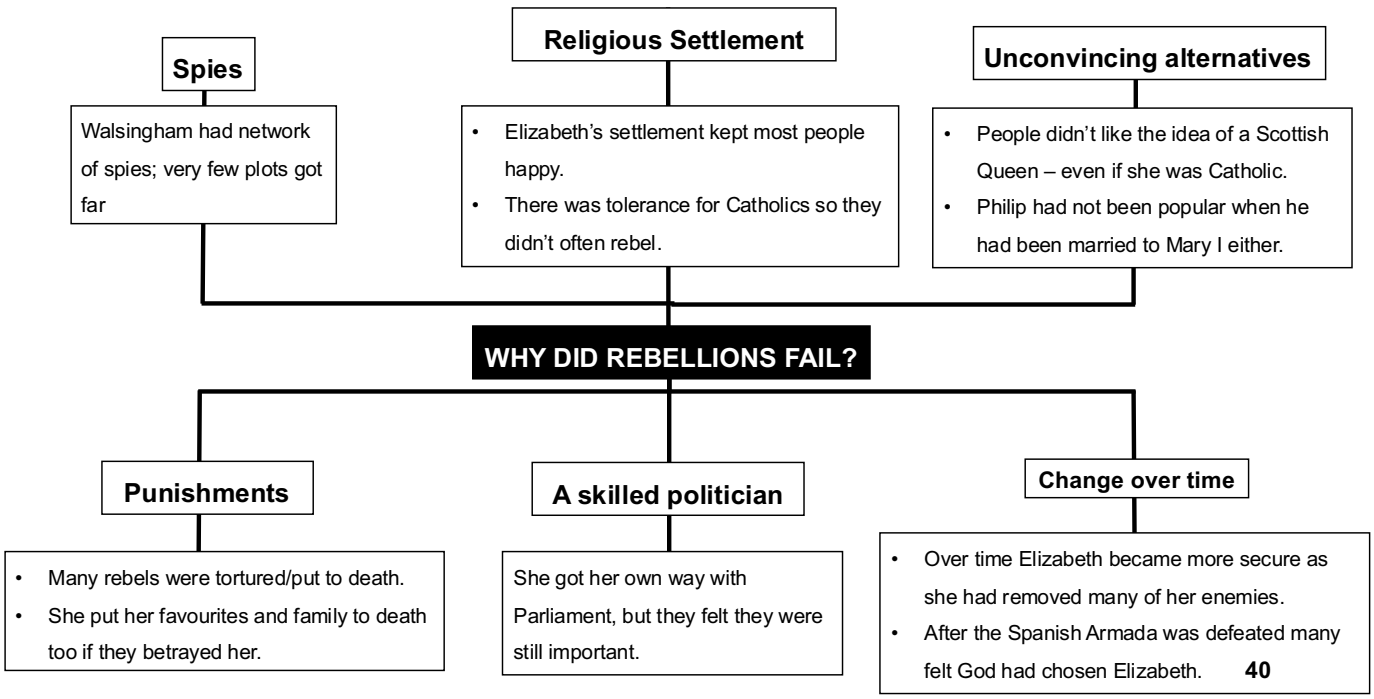
Elizabeth: Rebellions

Rebellion	Events	Consequences/Significance
Northern 1569	MQOS arrived in 1568, the Duke of Norfolk wanted to marry her, Elizabeth said no. Norfolk left court without permission and went north. Northumberland & Westmorland held an illegal mass in Durham Cathedral then marched south with 4,600 men.	Elizabeth struggled to raise an army, but the earl of Sussex managed to – the rebels disbanded. Northumberland was executed, Westmorland fled to France & Norfolk was placed in prison then under house arrest. Led to the Ridolfi plot.
Ridolfi 1571	Ridolfi felt for a plot to succeed, it needed foreign support. In 1570 the Pope had excommunicated Elizabeth, commanding all Catholics to removed her. The plan was for an invasion force from the Netherlands to meet Norfolk and another northern rebellion. Elizabeth would be replaced by Mary who would marry Norfolk.	Plot was foiled as a bag of coins and letters were discovered on their way north. A code was found at Norfolk's house. He was executed in 1572. Treatment of Catholics got worse after this – they had shown then could not be trusted.

Elizabeth: Rebellions

Rebellion	Events	Consequences/Significance
Essex 1601	In 1598 he argued with the Queen over Ireland. She hit him round the head, he almost drew his sword. He was placed under house arrest. In 1599 he was sent to Ireland. This made him angry and resentful of Cecil who stayed in London. He called a truce with the Irish, rushed back to London and burst into the Queens bedchamber dirty with her not in her wig. In anger, she refused to renew his sweet wines monopoly which bankrupted him. He rebelled in 1601 by taking 4 privy councillors hostage and marching with 200 supporters on London.	Cecil labelled Essex a traitor and the rebels abandoned the march. Essex returned to his house to find the privy councillors had been freed. He was arrested and executed in 1601. Most of the others were simply fined. Significant for showing the role of factionalism (rivalry) in Elizabethan court & the power of monopolies and wealth in driving people to rebel – not simply religion.

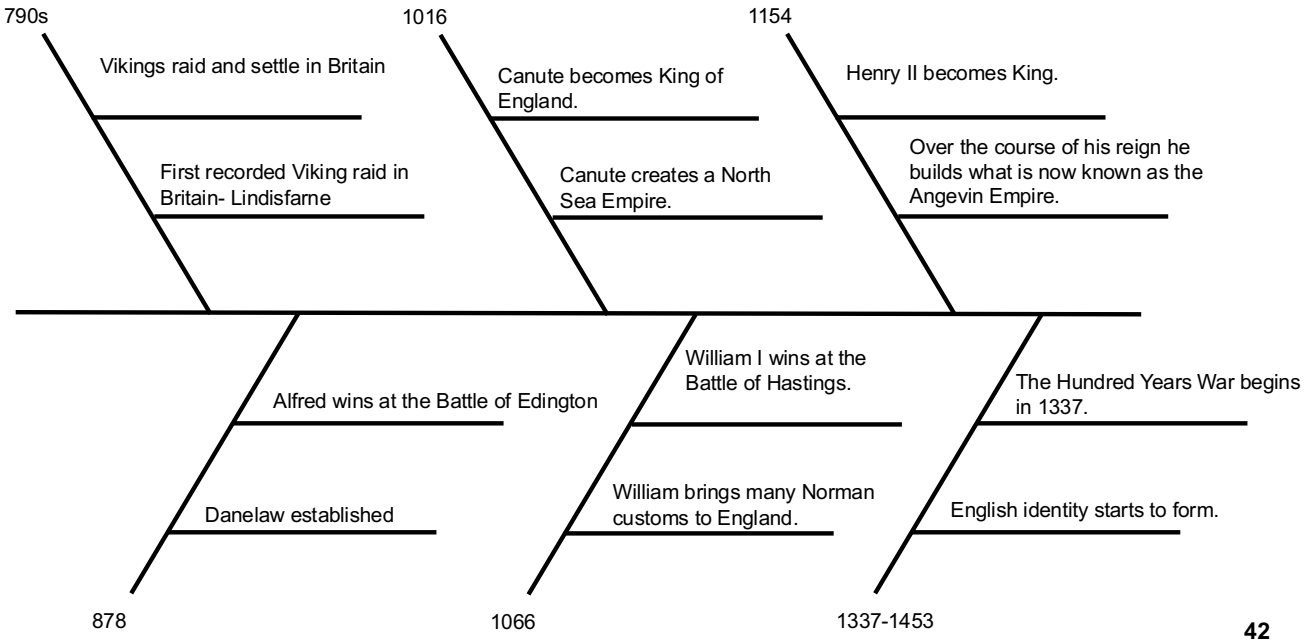
Elizabeth: Why did rebellions fail?



BRITAIN: Why did people migrate to Britain 790-1453?

Migration and Empires overview timeline

Medieval



Time Period, Factors & Themes

Time Period	Details
790 -1490	Medieval
1490 – 1750	Renaissance
1750 –1900	Industrial
1900 +	Modern

Themes
Motivations behind migration to and from Britain
Impact of migration on Britain
Gaining and losing empire

Factor	Symbol
War/violence	
Religion	
Government	
Science and technology	
Economy/resources	
Role of the individual .	
Ideas (imperialism, social Darwinism and civilisation	

Before the Anglo-Saxons

Date	Event	Detail
Before 4000BC	First Britons	The first people to live in Britain were immigrants. They arrived from Europe and were hunter-gatherers.
4000BC	Farmers arrive	Farmers from Europe arrived in Britain bringing seeds to grow crops and animals. They created farms and built homes.
500-43BC	New settlers	New waves of settlers from Europe arrive: -Beaker people: named after the beaker-shaped pottery cups they made -Celts: farmers who also were fierce fighters and fought between themselves as well as people already in Britain.
43-401AD	Romans arrive	Romans from Italy conquer most of the British tribes. They rule for over 400 years; Britain becomes a part of the Roman Empire.
401AD onwards	Roman Empire falls	The Romans in Britain leave to defend their homeland. New tribes arrive and invade from Denmark and northern Germany looking for a better climate and good farmland. They were known as the Angles, Saxons and Jutes. They soon became known as the Anglo-Saxons and after fighting with the British tribes, they capture most of Britain (except for Cornwall, Wales and the far north)

Medieval

Keyword	Definition
Immigrant	People who move into a country
Conquer	To take over an area, normally by force/through war.
Bretwalda	Ruler of Britain, title given to Anglo-Saxon chieftains/leaders
Merchants	People who buy and sell goods through trading.

Anglo-Saxon invasion of Britain

Viking invasion of Britain

Date	Event	Detail
Mid-700s AD	Vikings start to explore	The people of Scandinavia (Norway, Denmark and Sweden) began to explore, raid and invade countries around them. They sailed to: Britain, Ireland, France, Spain and Italy. Others travelled to places as far as Israel, Greenland and America. They were known as the Vikings or Northmen.
790s AD	Viking raids on Britain	The Vikings attacked Britain because they had traded goods with the Anglo-Saxons for many years and knew of their wealth.
793 AD	Raid of Lindisfarne	The first recorded Viking raid was on a monastery at Lindisfarne in Northumbria.
795 AD	Attack on Iona	The Vikings attacked the Isle of Iona in Scotland.
850 AD	Settlers	Vikings decided to settle in Britain. They landed along the eastern coast and built large, well-protected camps. Soon they captured British towns and villages.

Viking invasion of Britain

Why did Vikings invade Britain?

Landscape

The land in Norway was very hilly and Denmark had sandy soil.

The land in Britain was better for farming and grazing animals.

Wealth

The Vikings knew how wealthy some of the Anglo-Saxons had become.

Dublin became a key slave trading centre for the Vikings.

Opportunity

Recruiting young men into the Viking armies was easy as only the eldest sons inherited farmland in Scandinavia.

Britain offered younger brothers a chance to make their fortune.

Overcrowding

Scandinavia was becoming overcrowded.

Britain was close by and had more space for families to grow.

Science and Technology

Viking longships were cutting-edge technology.

They were used to explore new lands, transport goods, treasure and slaves internationally.

Religion

Vikings believed in the Norse Gods, such as Odin.

To gain a place in Valhalla, Vikings believed they needed to be fierce warriors.

Viking impact on Britain

How did the Vikings change Britain?

Place names:

Viking settlements can be easily detected through the use of the suffix 'by' which means homestead or village.

An example of this is Derby.

The suffixes Thorpe (new village) thwaite (meadow or piece of land) are also have Viking roots.

Days of the week:

Thursday gets its name from the Norse God of Thunder, Thor.

Friday was named after Freya, the goddess of love.

Words and language:

Many British surnames have Viking origins such as Adamson, Holt and Thorn.

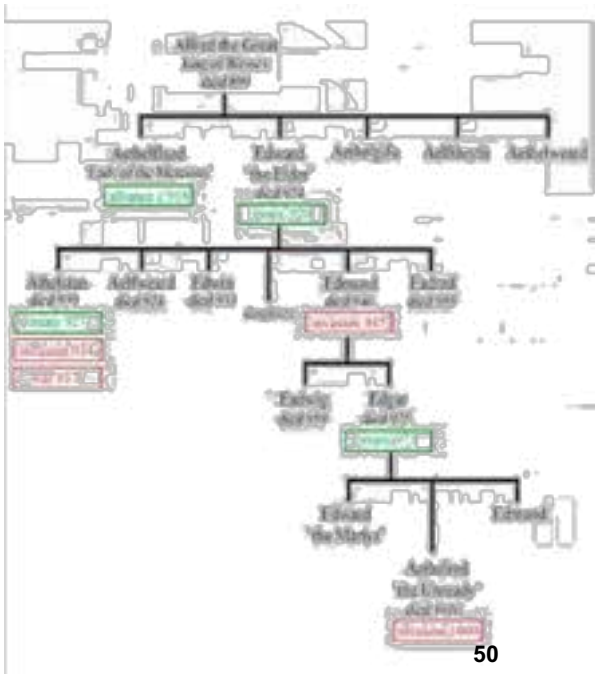
Words such as egg, bread, sister, happy, ill and muck are all Viking words.

Viking clashes with the Anglo-Saxons

Capture of York	**Viking expansion**	**Alfred the Great**	**Battle of Edington**
• 866 AD • An army of Danish Vikings captured the city of York.	• By 870 Vikings had conquered several Anglo-Saxon kingdoms. • These included: Northumbria, East Anglia and much of Mercia. • Wessex was the next obvious target.	• In 871, Alfred became the King of Wessex. • In 876, the Vikings attacked Wessex which led to him having to hide on the Isle of Athelney. • Over a few months, Alfred had gathered enough support to attack the Vikings once more.	• May 878 • Alfred beat the Vikings at the Battle of Edington. • Alfred met with the Viking leader, Guthrum, to discuss peace terms. • Alfred made Guthrum convert to Christianity and promise to never attack Wessex again. • The two leaders settled on a boundary between their territories: the Vikings were to live in the north and east of the country (Danelaw).

Alfred the Great

Short term Significance	Long term Significance
Alfred united the Anglo-Saxons to fight for him by promoting himself as the defender of Christianity against the heathen Vikings.	Alfred's grandson, Athelstan, became the first King to control the whole of England, around 927 and he defeated the Vikings in the final large battel at Brunanburh in 937.
Alfred defeated the Vikings at the Battle of Edington and made Guthrum agree to peace terms.	By the time Alfred's great-grandson (Edgar the peaceful) became King in 959, the country was settled more than it had been for generations.
After the peace with Guthrum, Alfred built burhs (fortresses or castles) across the country from 880s to strengthen England's defences.	Alfred encouraged all young noble men to learn English and translated many books from Latin to English. This created a common language which influences our language today.
Other Anglo-Saxon kingdoms in England saw Alfred as their 'overlord' or the dominant ruler over them.	Under Alfred's rule, the Anglo-Saxons began to all themselves Angelcynn- the English for the first time; this started the creation of an English identity.
Alfred created an English law-code which focused on defending the weak.	This was the start of a shared system throughout England and unified the legal system which had influenced our system today.



Aethelred 'The Unready'

Date	Event	Detail
975	Death of Edgar	After years of peace, Edgar the Peaceful died. He had 2 sons by 2 different mothers, Edward (oldest) and Aethelred (youngest). Edward became the King when Edgar died.
978	Edward murdered	Supporters of Aethelred murdered his half-brother Edward. Aethelred became King but was considered a poor judge of character and was taken advantage of by his advisors.
991	Vikings arrive	A huge Viking army, led by the Dane Sven Forkbeard and the Norweigan Olaf Tryggvason, arrived at Folkestone in a fleet of over 90 ships.
991	Battle of Maldon	The Vikings defeat the English. Aethelred paid them to leave and the taxes raised to pay for this became known as Danegeld. This cost a fortune- £1.8 million in today's money. The increase in taxes angered the English.

Date	Event	Detail
1002	Normandy	The Vikings had been sheltering in Normandy (northern France) as the Normans were descendants of Vikings who had settled in Normandy a 100 year before. Aethelred made a deal with the Duke of Normandy who did not want the Vikings in his land. The agreed to support each other against the Vikings- common enemy. This agreement would stop the Vikings using Normandy as a base to attack England. Aethelred sealed the agreement by marry the Duke of Normandy's sister, Emma of Normandy.
Nov 1002	St Brice's Day Massacre	Aethelred carried out a mass killing of all Viking men, women and children that he found south of the Danelaw.
1013	Forkbeard's revenge	Forkbeard wanted revenge as his sister, Gunhilda was murdered in the massacre; so he summons and army and conquers England. Aethelred flees.

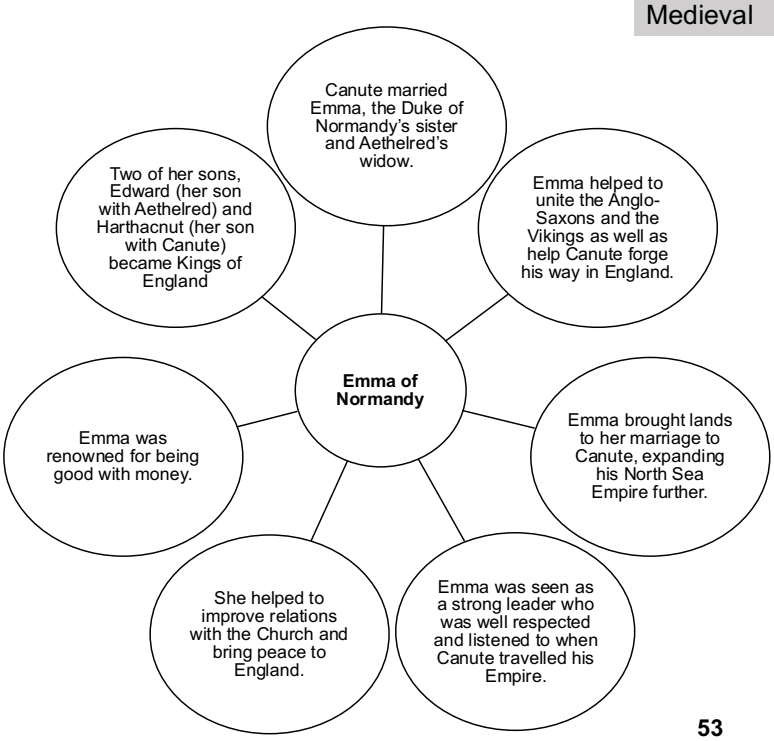
King Canute's North Sea Empire

Date	Event	Detail
1014	Forkbeard dies	When Forkbeard dies, his young son, Canute, succeeds him. Aethelred returns to England and forces Canute back to Denmark. Aethelred reclaims the throne and his position as King.
1014-16	Rebellion	Canute's supporters in England rebel against Aethelred; even Aethelred's son joins the rebels.
April 1016	Aethelred's death	Aethelred dies and his son, Edmund, becomes King.
Dec 1016	Battle of Assandun	Canute beats Edmund at the Battle of Assandun. Canute and Edmund reach an agreement: -Wessex will belong to Edmund -the rest of the country will be run by Canute -when one of them dies, the other will inherit the land About a month later, Edmund died and Canute became King of all of England.

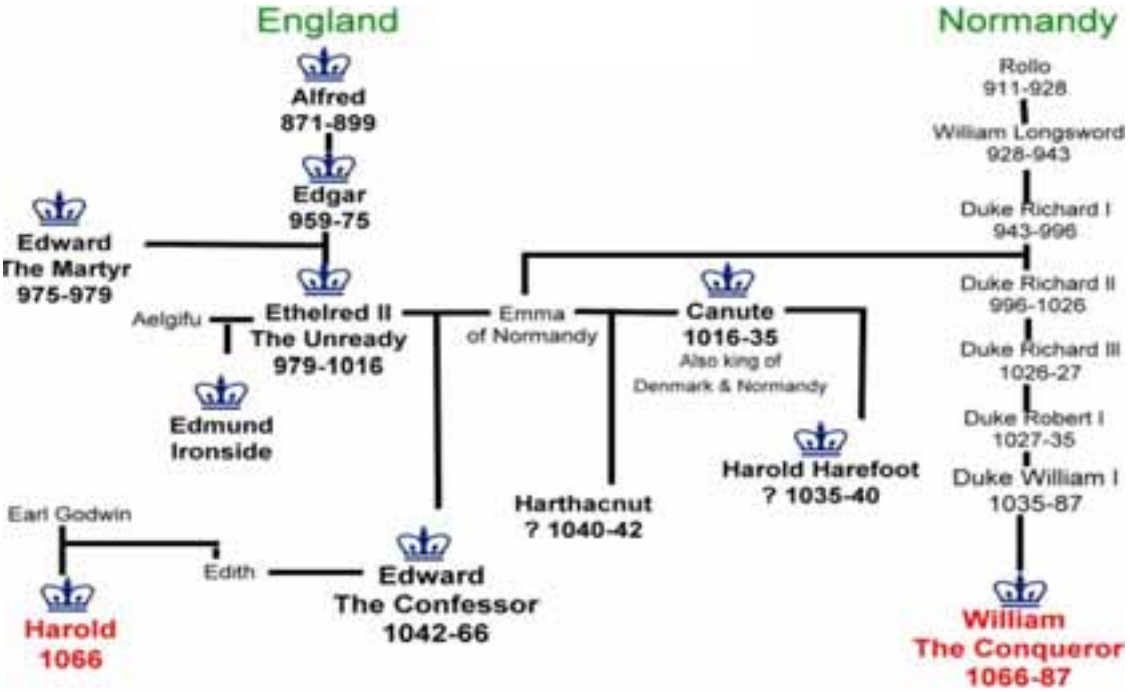
Britain became Canute's main domain as it was his richest kingdom.
He also inherited the kingdoms of Denmark, Norway and parts of Sweden too.

Canute's Britain

Positives	Negatives
Trustworthy English nobles were left to rule their own areas.	Hostile takeover at the start of his reign with a lot of violence.
Peaceful time and free from Viking raids.	He was tough with those Anglo-Saxons he thought might rebel against him.
Brought back the popular and peaceful laws of Edgar the Peaceful.	Ordered the execution of many powerful Anglo-Saxons.
Saw Britain as his main domain rather than a Danish colony.	Transferred riches back to Denmark and gave Danish nobles the best land.



England and Normandy family tree



Edward The Confessor

Date	Event	Detail
1035	Canute dies	Harold becomes King when his father, Canute dies. He was Canute's son from his first marriage. He was not well liked.
1040	Harthacnut becomes King	After 5 years on the throne, Harold dies. Harthacnut, the son of Canute and Emma, becomes King. He is not well liked and died 2 years later.
1042	Edward The Confessor	After the death of his half-brother, Edward (the son of Aethelred and Emma) becomes King of England. He had lived in Normandy for a large part of his life, He was accepted by the Anglo-Saxon people but seemed to prefer his Norman friends. He was a very religious man and earned the nickname the Confessor, as this was a name given to someone who led a very holy life.

Edward the Confessor died in 1066 without an heir. This led to 3 men claiming the right to rule England...

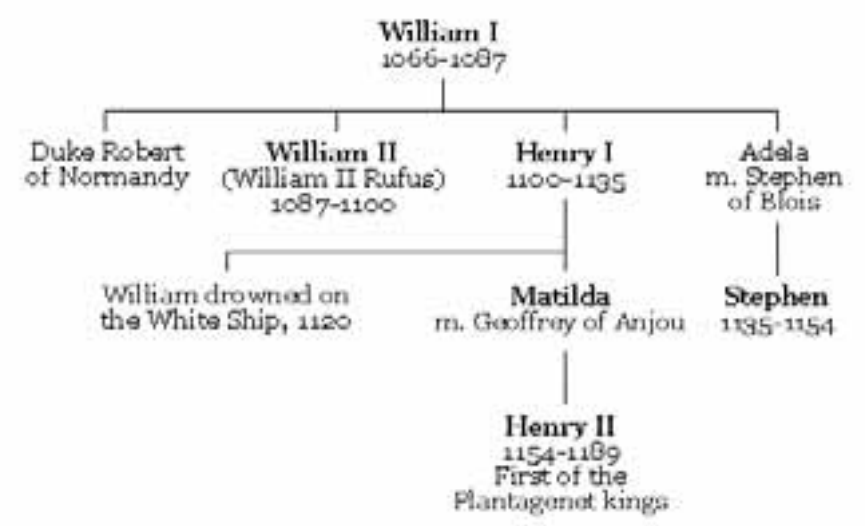
Contenders to the throne in 1066

- **William of Normandy:** claimed both Edward and Harold Godwinson had agreed he should take the throne.
- **Harold Godwinson:** the most powerful man in England, the Witan (a group of powerful nobles and bishops) supported his claim to the throne.
- **Harald Hardrada:** Viking ruler of Denmark; stated that as Vikings had conquered England for many years he should be King.

Events of 1066

Date	Event	Detail
Jan 1066	Edward dies	The day after Edward's death, the Witan elect Harold Godwinson, Earl of Wessex and brother-in-law to Edward, King of England. He became King Harold II of England.
Sept 1066	Battle of Stamford Bridge	Harald Hardarda was defeated by Harold Godwinson at the Battle of Stamford Bridge in York.
Oct 1066	Battle of Hastings	Godwinson was defeated by William of Normandy at the Battle of Hastings.
Dec 1066	William the Conqueror	William is crowned King of England on Christmas day and becomes King William I of England.

Norman Family Tree



Norman England

How did William rule England?

Government

Once again England was ruled by a foreign power.

William spent half of his time in France to secure control over Normandy, leaving England to be looked after by barons and lords.

Taxes

Much of the English lost land to the Normans.

Taxes were paid to the Normans.

Control

William encouraged Norman barons in England to build castles all around the country to help control the English.

The first type of castle built was the Motte and Bailey which only took a fortnight to build. Over 500 castles were built.

Language and culture

French customs were introduced.

French became the language of those in power.

Harrying of the North

Some northern English rebelled against William.

William crushed the rebels so harshly many sold themselves into slavery to escape.

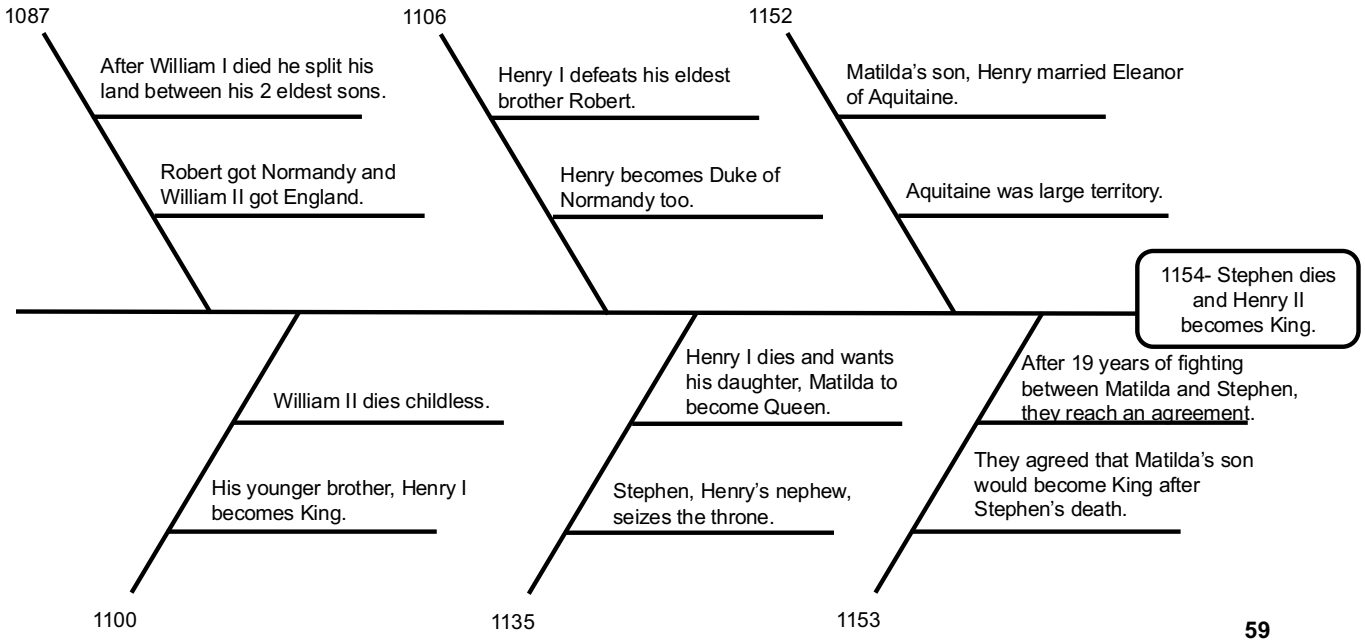
Domesday Book

William ordered a census of all the land and wealth of England.

All the information was collected in what became known as the Domesday Book which heled his son when he became King.

Henry II

Medieval



The Angevin Empire- Henry II

Medieval

IRELAND
When 'King' Dermot of Leinster asked Henry II for help to fight another Irish King, Henry sent an army led by the Earl of Pembroke.
When Dermot died, the English took over so much land they controlled more than the Irish.
When Henry II visited Ireland in 1171, he was recognised as the overlord.

ENGLAND
Inherited when King Stephen died in 1154.
Henry II's grandfather had been King of England.

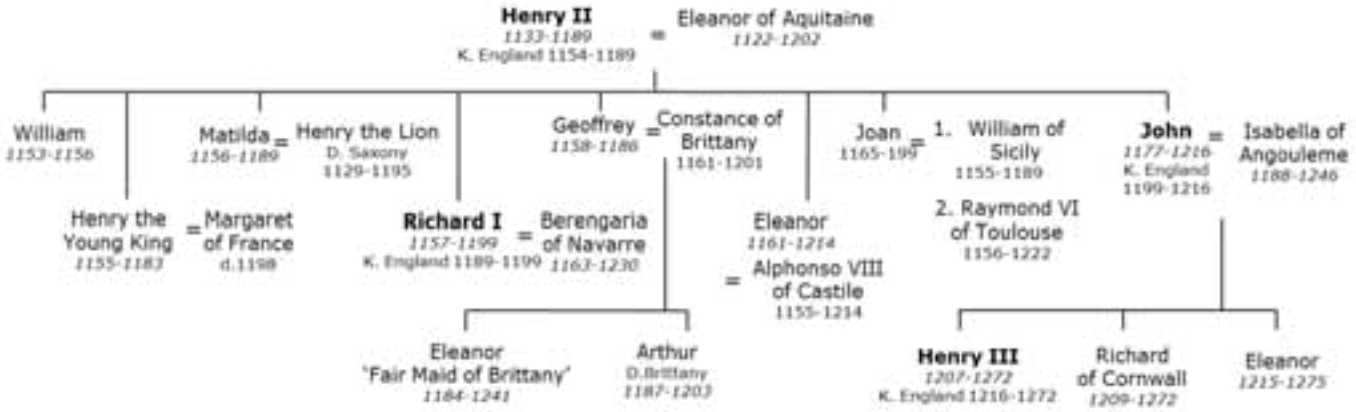
NORMANDY
Inherited from his mother, Matilda,

ANJOU, MAINE & TOURAINE
Inherited from his father, Geoffrey of Anjou.

BRITTANY
Acquired when Henry II invaded and then married one of his sons off to the Duchess of Brittany.

Angevin Family Tree

Medieval



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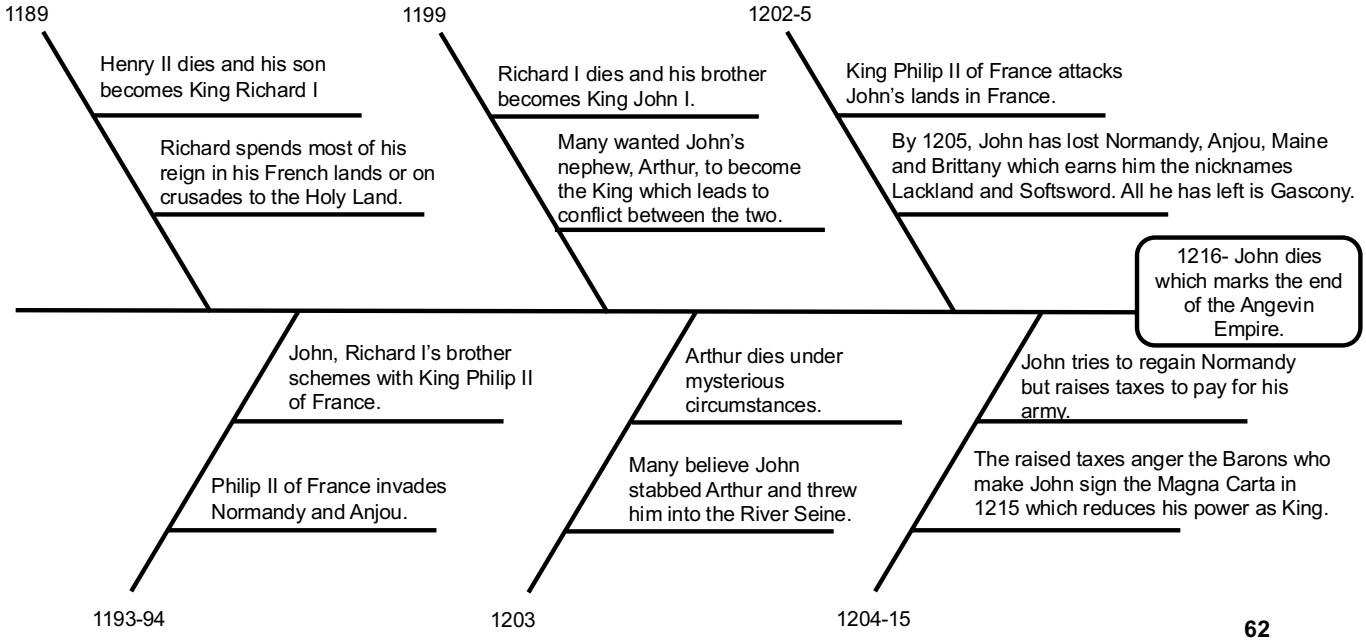
Angevin Empire crumbles

Medieval



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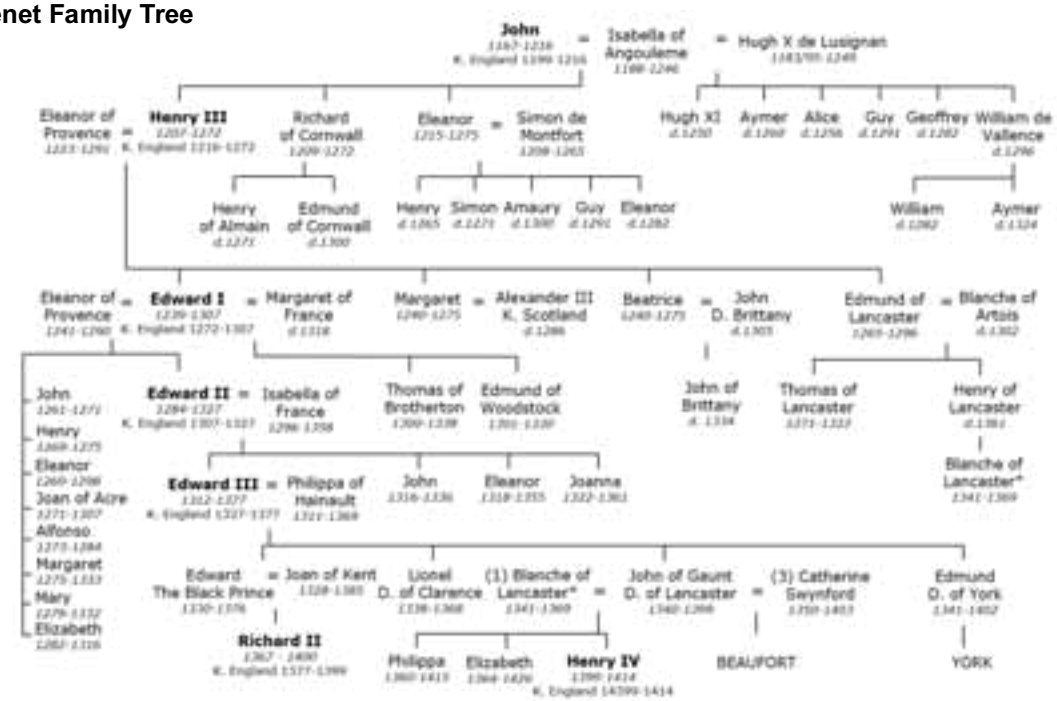
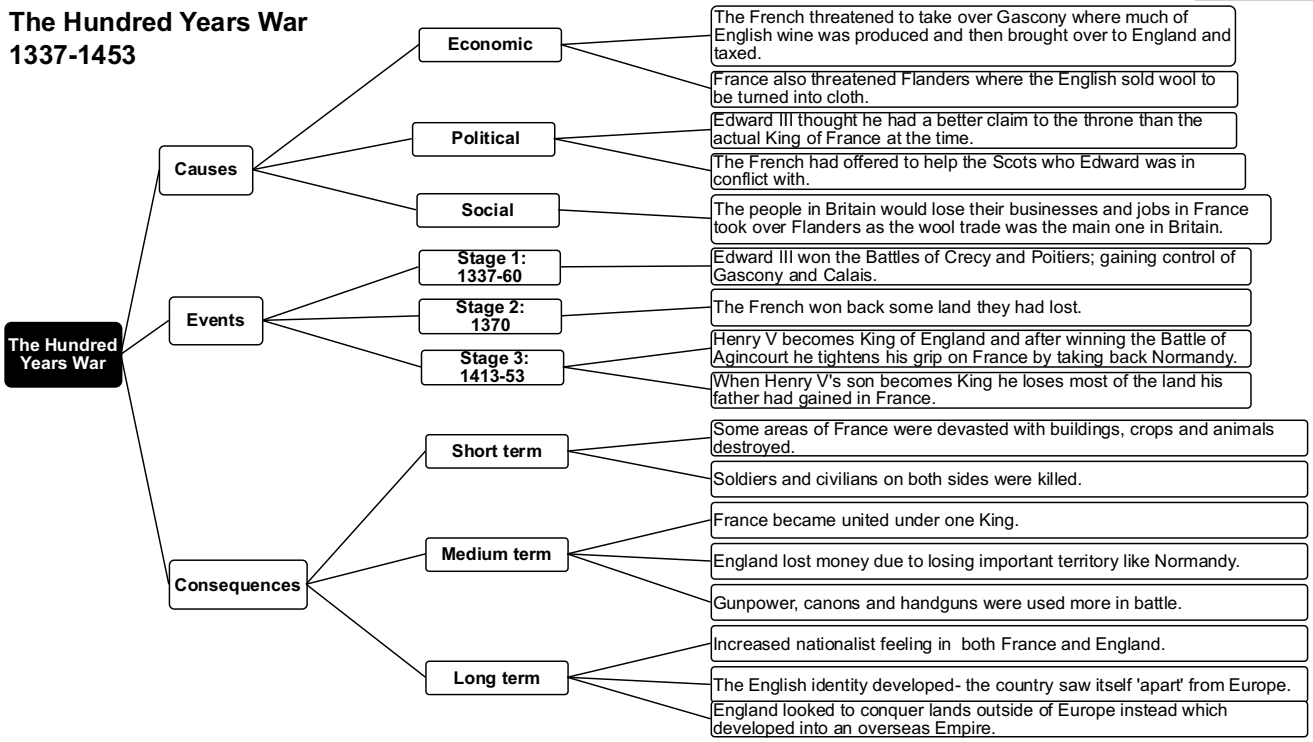
Plantagenet Family Tree



The Hundred Years War 1337-1453



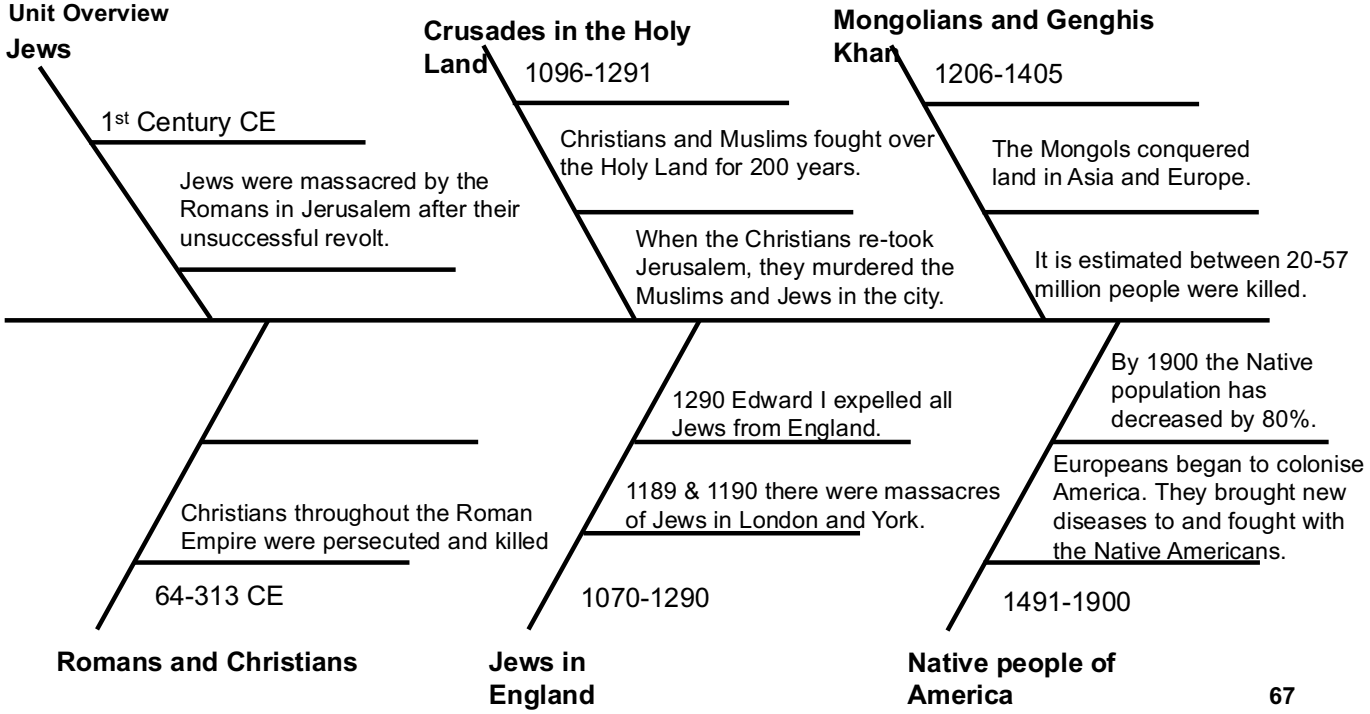
Maps of the Hundred Years War
1337-1453

Year 9 History

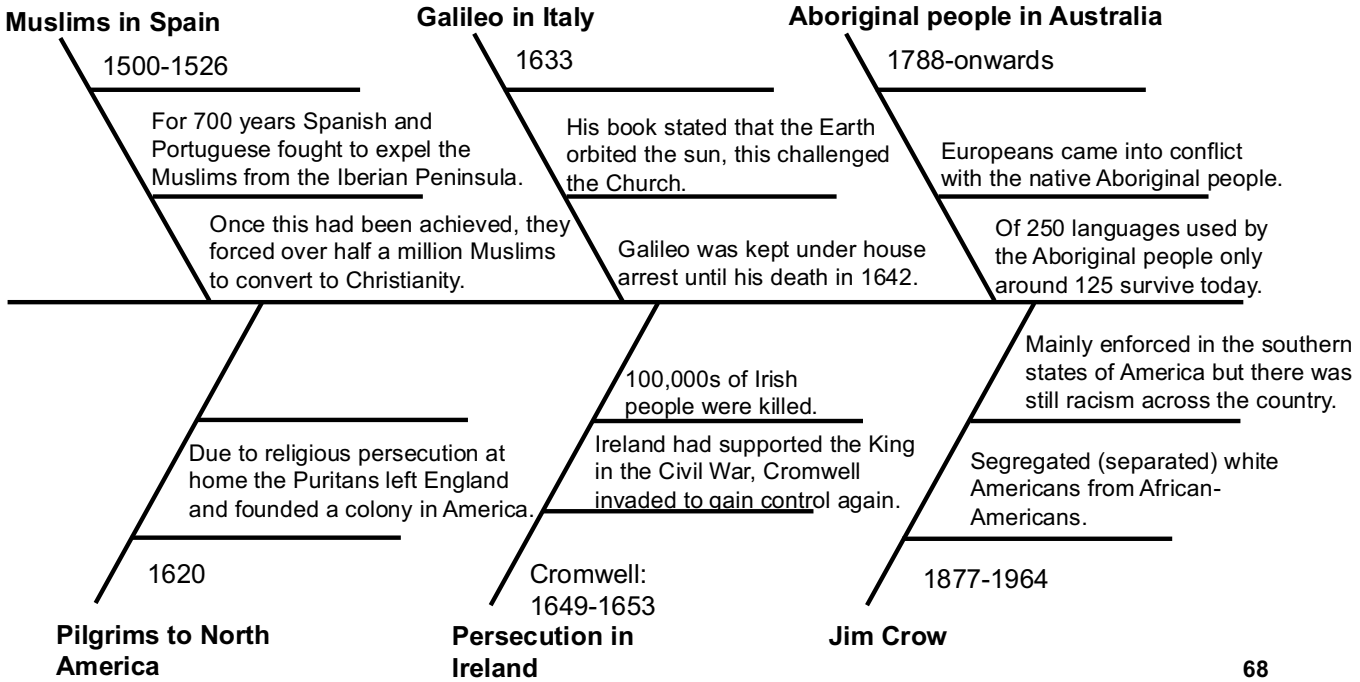
Persecution

Hostility and ill-treatment, especially because of race or political or religious beliefs.

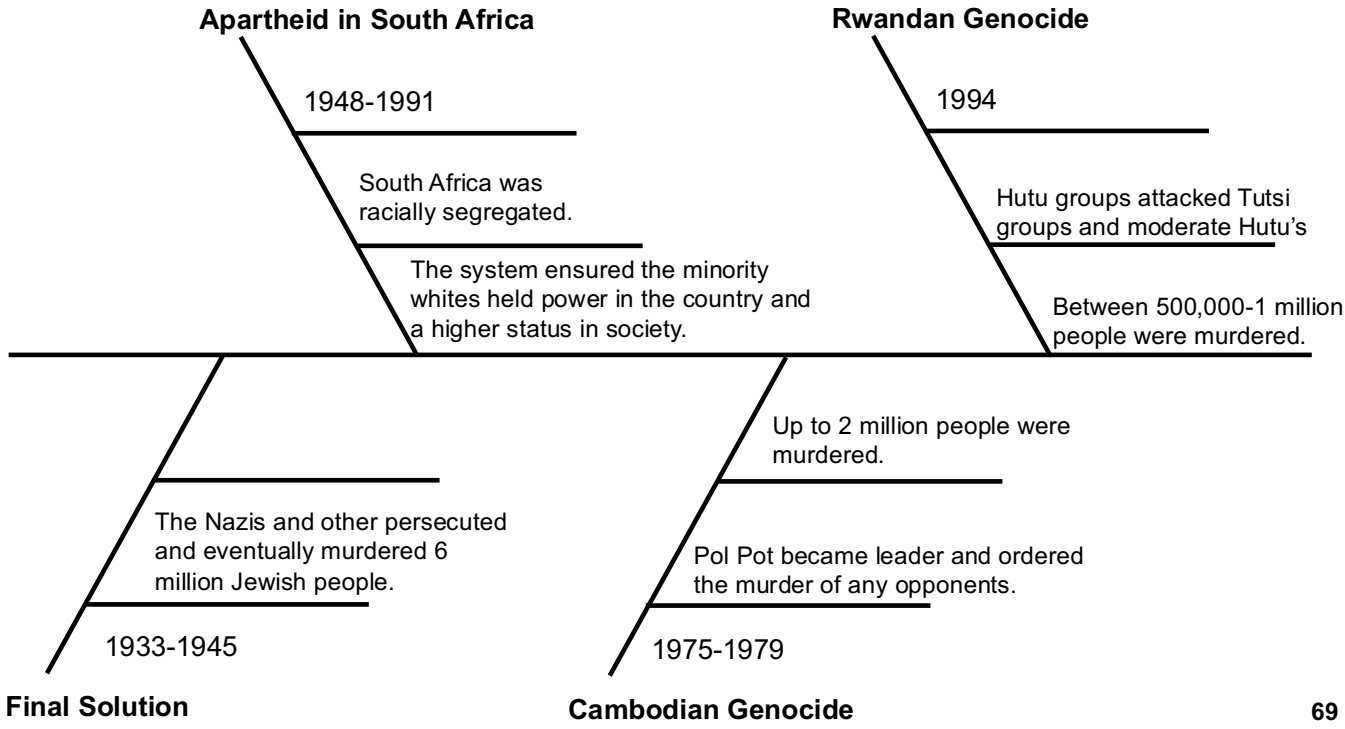
1. Year 9 History: Persecution Unit Overview



2. Year 9 History: Persecution Unit Overview



3. Year 9 History: Persecution
Unit Overview



4. Year 9 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.

5. Year 9 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: • 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 sae 40-60% of the Irish population die of famine, torture or they were killed by the English army.

6. Year 9 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.
18th-19th 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.

7. Year 9 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.

8. Year 9 History: Persecution

Jim Crow

Jim Crow Laws	
What?	Southern states passed 'Jim Crow' laws to reduce the rights and freedom of the newly freed African American people.
	These new laws segregated (kept separate) African Americans and white Americans.
	The laws began from 1877 and were not officially abolished until the Civil Rights Act in 1964.

Jim Crow Laws	
What?	African Americas 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.
	African Americans were not treated equally in the south. Many moved north and to the west to escape these restrictive laws.

9. Year 9 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**	The Nazis passed the laws which stated: -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.
1938	**Kristallnacht**	Goebbels blamed the Jews for the death of a German diplomat in Paris. This unleashed a wave of violence. Synagogues, businesses and home were all destroyed and 26,000 Jews were arrested and sent to concentration camps.
1939	**Start of World War Two**	This meant many more Jews were living within the German Empire. A new solution was needed to deal with them.

10. Year 9 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 were they would be shot and buried.
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 9 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 were 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 his to portray the Jews negatively.

12. Year 9 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.

13. Year 9 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.

14. Year 9 History: Persecution

Cambodian Genocide: Events

Genocide: The deliberate killing of a large group of people, especially those of a particular nation or ethnic group.

Date	Event
1953	Cambodia becomes independent from France.
1969-1970	Vietnam War bombing 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

Date	Event
January 1977	Education was banned. All children eight years and older were sent to re-education camps.
1975-1979	Genocide in Cambodia 20% of the population is murdered.
1979	Vietnam invades and Pol Pot's rule ends, as does the genocide.

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 went 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 lanague were all treated as threats and sent to the Killing Fields.

16. Year 9 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.

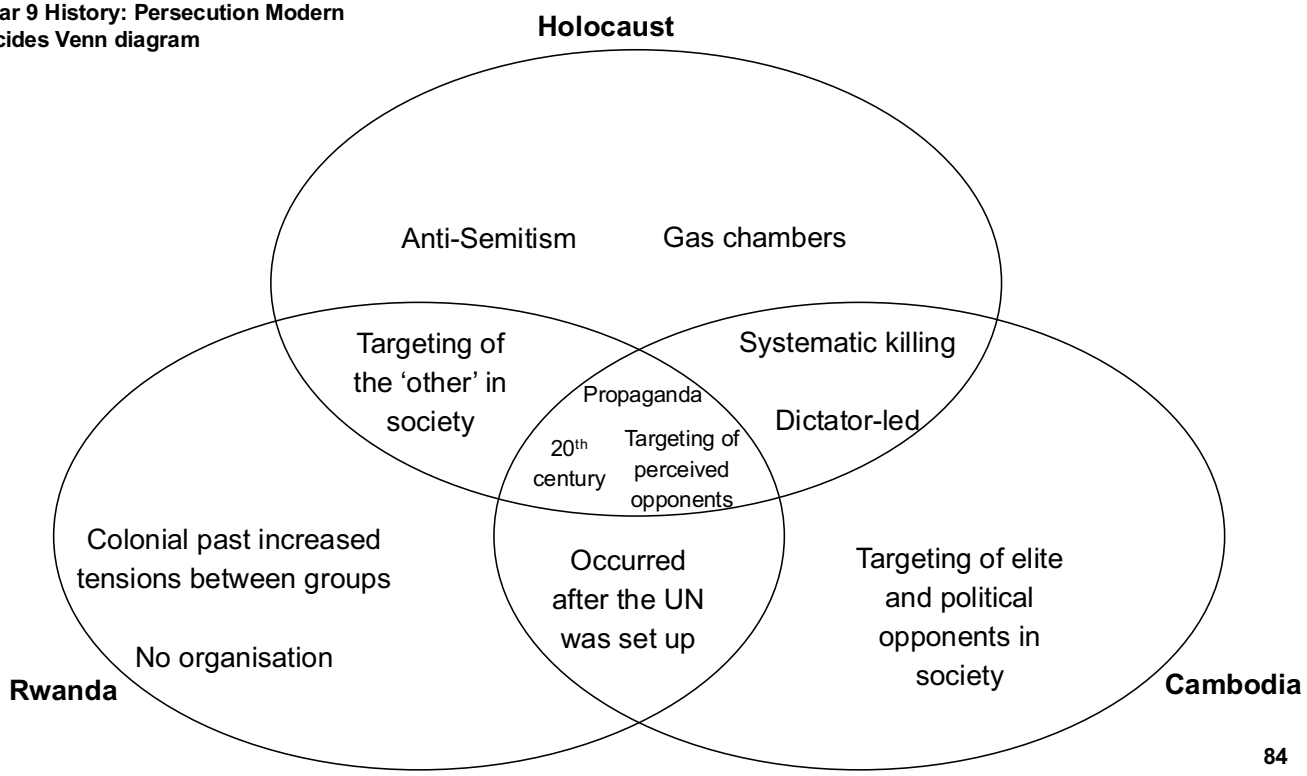
17. Year 9 History: Persecution

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.

18. Year 9 History: Persecution Modern Genocides Venn diagram



Year 9 History

Assessment question structures

4 marks = 5 minutes = 1 paragraph

1. Year 9 History: Assessment questions structures

PEEL- How to explain

Point What is your opinion?	**E**vidence Which examples link to your opinion?	**E**xplain What does your evidence show?	**L**ink How does your opinion link or compare to others?
• I think... • One way... • A consequence was... • The importance of... • The main cause was...	• 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...	• 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… • Although this was important, it was less important than… because… • However… • Alternatively… • Even though… • This links to...

2. Year 9 History: Assessment questions structures

Source Analysis

How to analyse a source	Sentence starters
1. What can you see?/What does it say? • 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? • 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? • 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…

3. Year 9 History: Assessment questions structures

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)

Map of Europe now

Map of world now

A

B

C

Y9 Music Knowledge Organiser

Page 2 – Musical elements

Page 3 - Dynamics

Page 4 – Tempo

Page 5 – Rhythm

Page 7 – Musical notation

Page 8 - Pitch

Page 9– Melody and Articulation

Page 10 – Tonality and Harmony

Page 11 – Composing

Page 12 – Musical Structures

Page 13 – Instruments of the orchestra

Page 15 – Blues

Page 17 – Classical Era

Page 19 – Romantic era

Page 20 - Popular Song

Page 21 – Film Music

Page 22– Musical Theatre

Page 23 – 20th Century Music and Minimalism

Page 24 – Music Fusion: Reggae

Page 25 – Composing

Page 26 – The Drum Kit

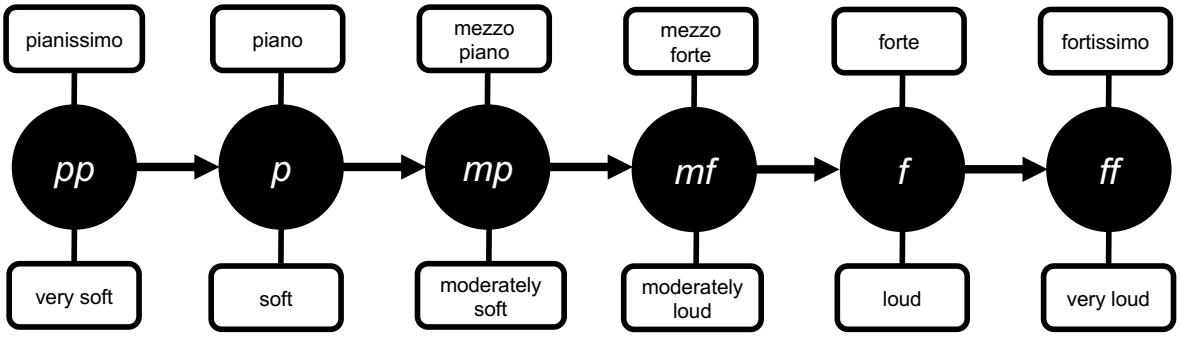
Page 27 – The Bass Guitar

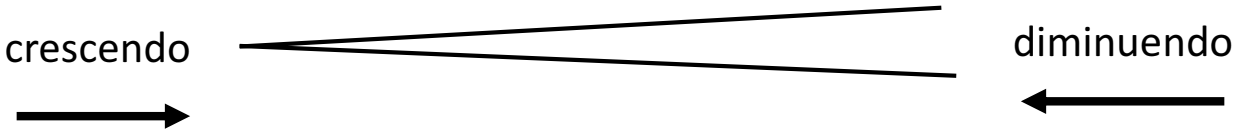
Page 28 – The Electric Guitar

Musical Elements

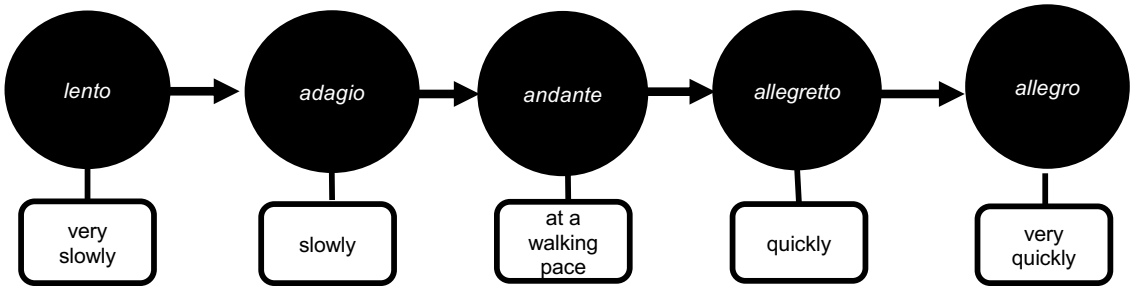
Keyword	Definition	Example
Pulse	The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.	"the pulse of the music is steady"
Tempo	The speed of the music. Music can change tempo within a piece. We often describe it using Italian words	"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





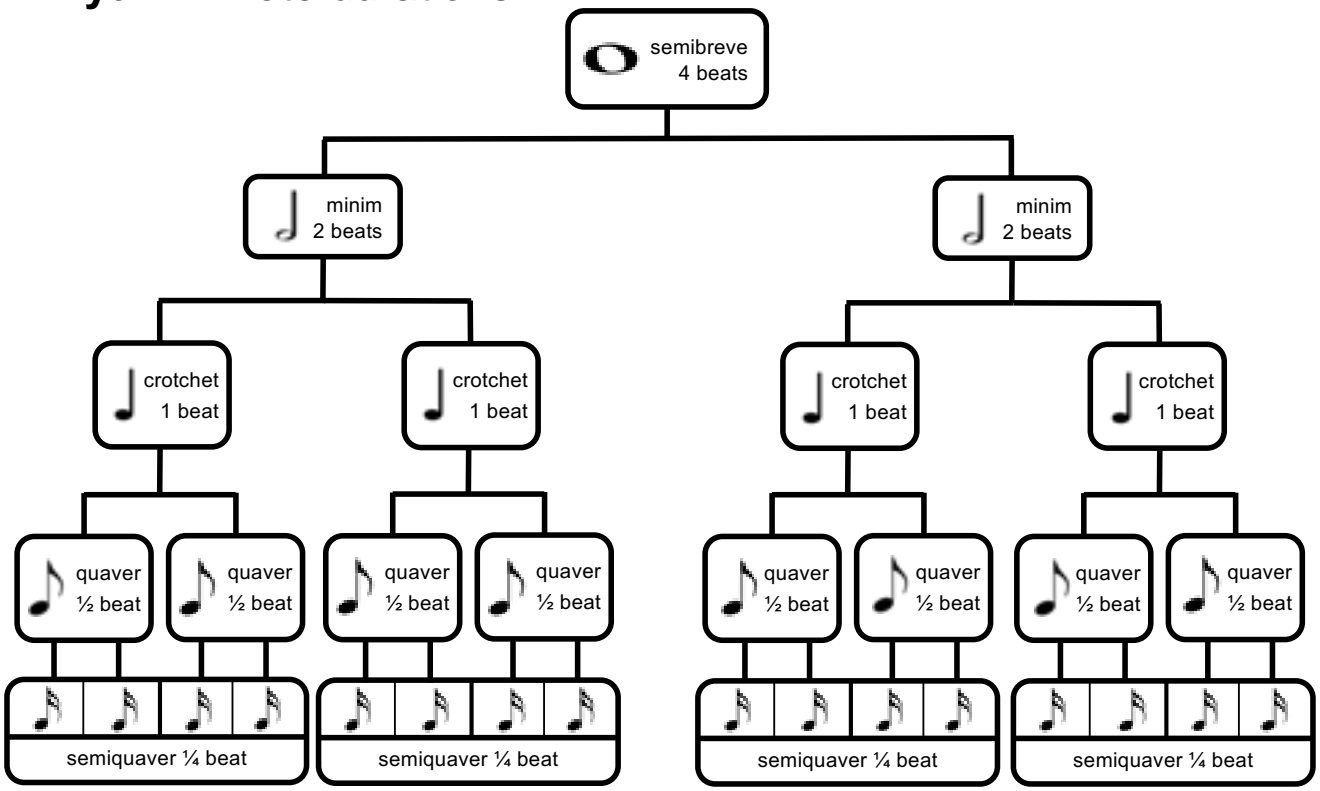
Tempo - speed



accelerando : getting faster

rallentando: getting slower

Rhythm - note durations

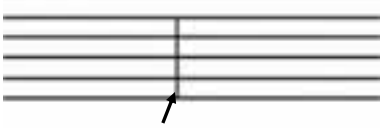


Rhythm

Dotted Minim: 3 Beats

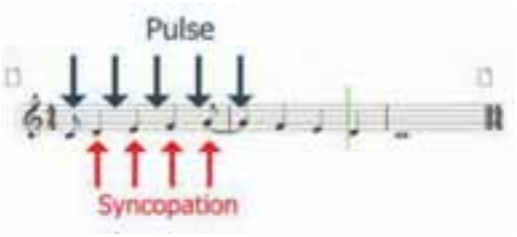
4 Beats in a bar

3 Beats in a bar

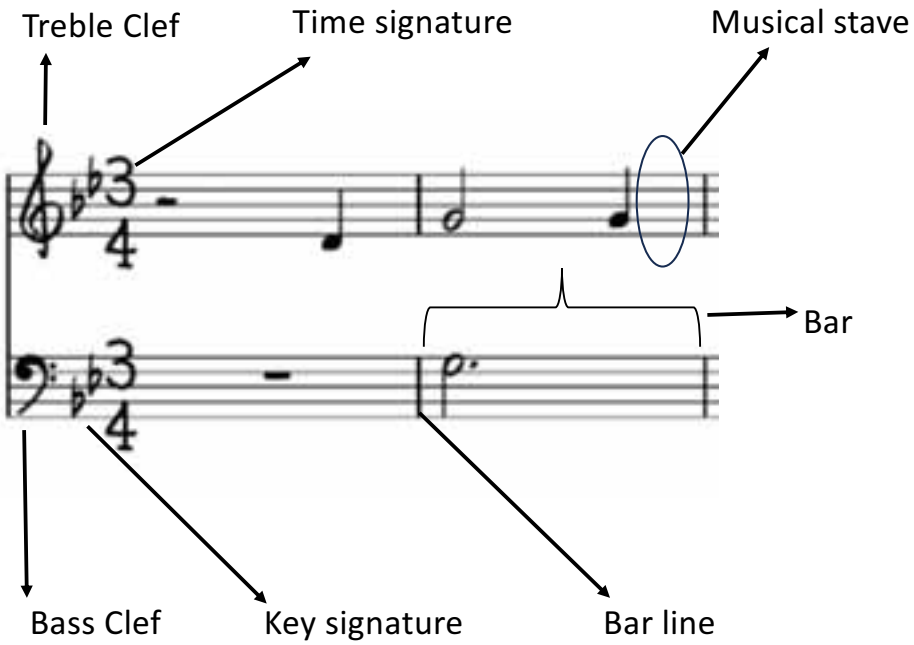


Bar line – this divides up the music: You are allowed so many beats in each bar.

Syncopated Rhythm: playing on the weak beats of the bar (like the offbeat)

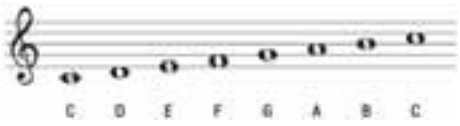


Musical Notation



Pitch – how high or low a note is

Treble Clef Notes



Notes on the line: Every Green Bus Drives Fast

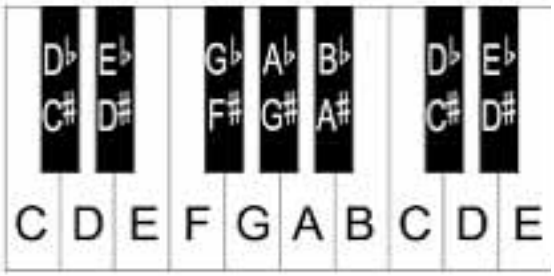
Notes in the space: FACE

Bass Clef Notes

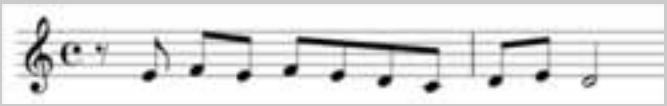
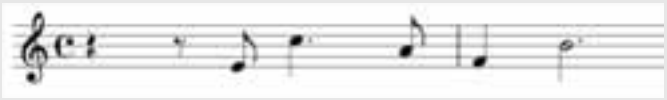
Notes on the line Good Burritos Don't Fall Apart

Notes in the space All Cows Eat Grass

Sharp	A sharp makes the note higher
Flat	A flat makes the note lower
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



Melody

Keyword	Definition	Example
Conjunct	The notes of the melody move in a step-wise motion. They are next door to each other.	
Disjunct	The notes of the melody have large gaps between them. They move in jumps and leaps.	

Articulation

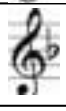
Keyword	Definition	Example
Staccato	The notes are played in a detached way (very short) Shown by a dot over or under the note head	
Legato	The notes are played in a very smooth way. Shown by a curved line over or under the note head	

Tonality

Keyword	Definition
Major	The music has a 'happy' feel to it.
Minor	The music as a 'sad' feel to it
Atonal	The music is not in any key

Harmony

Keyword	Definition
Diatonic	The music has no extra sharps and flats in it – the music sounds 'normal'
Chromatic	There are lots of extra sharps and flats in the music

Key Signature	Major Key	Minor Key
No Sharps or flats	C Major	A Minor
1 Sharp	G Major	E Minor
2 Sharps	D Major	B Minor
1 Flat 	F Major	D Minor
2 Flats	Bb Major	G Minor

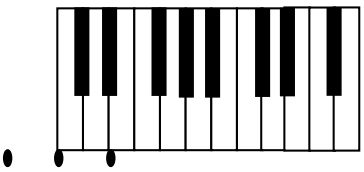
Composing

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

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: AB
Ternary	Two contrasting sections of music, where the first section is repeated later on: ABA#
32 Bar song form	Type of structure used in musicals AABA – each section is 8 bars long
Verse Chorus form	Type of structure in a pop song: Introduction, Verse, Chorus, Middle 8, Pre Chorus, Outro
12 Bar Blues	Type of structure found in Blues Music: 12 bars long, Using chords 1,4 and 5. Lyrics are structured as 3 lines: A A B

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

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 3rd or 7th 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

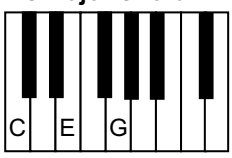
12 Bar Blues Chord Sequence in C

C	C	C	C
F	F	C	C
G	F	C	C

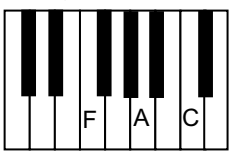
I	I	I	I
IV	IV	I	I
V	IV	I	I

I	Chord 1
IV	Chord 4
V	Chord 5

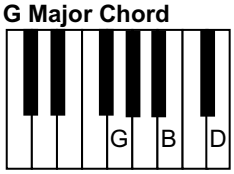
C Major Chord



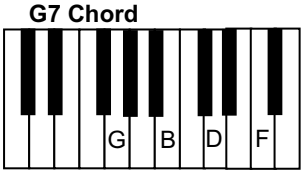
F Major Chord



G Major Chord



G7 Chord



Instruments in the Blues

Violin

Piano

Trumpet

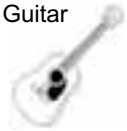
Double Bass

Saxophone

Banjo

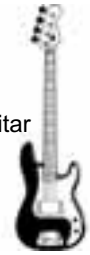
Electric Guitar

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)

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)

Clarinet

Piccolo

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

Film Music

Keyword	Definition
Ostinato	A repeated pattern
Pedal note	A repeated note – normally in the bass – either repeated or held down
Leitmotif	Musical theme which is used to represent a specific character
Dissonant	Harmony that is not pleasing to the ear – notes clash " the harmony is dissonant"
Underscore	The music in a film that you do not always notice – it builds up the atmosphere.
Diegetic sound	Sound or Music that belongs in the scene: e.g. someone turns on a radio and you hear music.
Non-Diegetic sound	The music is in a scene and the characters can't hear it – it doesn't belong – you can't see it being played
Through Composed	A song structure that is composed from beginning to end without any particular repetition of sections
Cluster Chord	Several notes played together as a chord deliberately designed to make a "clashing" dissonant sound
Thick Texture	Lots of instruments playing lots of different things – very busy
Thin Texture	It doesn't matter how many instruments are playing – they are all playing the same thing
Monophonic Texture	Only one thing is being played – one sound
Polyphonic Texture	Lots of interweaving melodies
Ascending melody	The melody gets higher in pitch
Descending Melody	The melody gets lower in pitch

Musical Theatre

Keyword	Definition
Solo	One person singing a song by themselves (accompanied by the band/orchestra)
Duet	Two people singing a song (accompanied by the band or orchestra)
Chorus	A large group of the cast singing together
Recitative	Rhythmically free piece of singing that mirrors speech – normally not very melodic (on one or two notes) you wouldn't class it as a 'song' – it moved the musical on – normally in sung through musicals
32 Bar Song	A type of structure – AABA – each section is 8 bars long
Verse chorus structure	A type of structure a bit like a pop song with verses and choruses
Sung through	A type of musical where there is no spoken dialogue
Word Painting	When the music matches what the words are singing about
Syllabic	One Syllable per musical note
Key Composers	Rodgers and Hammerstein, Bernstein, Lin Manuel Miranda, Kander and Ebb, Andrew Lloyd Webber
Overture	Piece of music at the start of the musical – normally plays through the key melodies you will hear in the musical

20th Century Music and Minimalism

Keyword	Definition
Ostinato	A repeated pattern
Sample	A recording of music/sounds which is used in another piece of music
Loops	Music is made up of loops – repeated sections of music
Additive Melody	Notes are gradually added to the loop each time it is repeated.
Metamorphosis	Tiny changes are made to a note or one bit of the rhythm each time it is repeated
Phase Shifting	Two or more performers start with the same pattern. On each repeat of the loop one of the performers adds or takes away a rest or a note – this changes the length of their loop so they go out of sync with each other.
Polyrhythm	More than one rhythm at a time
Aleatoric Music	Music that happens by chance
Graphic Score	Shapes and images tell the performer what to play
Experimental Music	Composers explored how music could be made in different ways – e.g. new ways of playing instruments
Diatonic Harmony	Harmony that belongs to the key it doesn't sound strange!
Steve Reich	Composer – born in 1936 – influenced by Gamelan and African Music. Wrote 'Different Trains' – reaction to the Holocaust using samples of people talking about train journeys Wrote Clapping Music

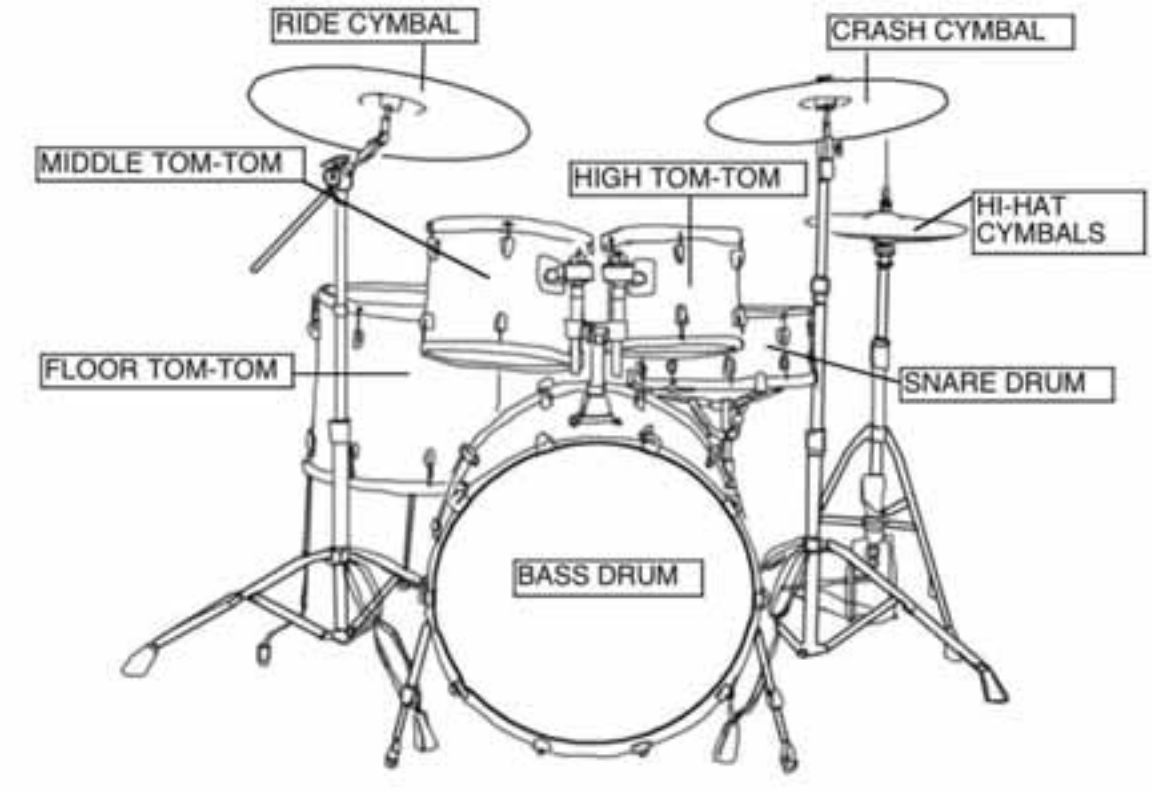
Musical Fusion: Reggae

Keyword	Definition
Mento	Jamaican folk music that emerged in the 1940s and 1950s. Characterised by the fusion of European and African traits, with origins in enslaved work songs – created with guitar, rumba box, bongo and banjo, Mento mixed this with satirical lyrics of everyday life and verse repetition, creating a foundation from which reggae would blossom.
Ska	Fast dance music that emerged in the 1950's fusing American R&B with Mento rhythms and featuring Electric Guitars, Jazzy Horn Sections and characteristic Offbeat Rhythms.
Rocksteady	A more vocal style of dance music which used riffs, simple harmonies, offbeat rhythms and a strong bass line.
Offbeat	Emphasising beats 2 and 4 rather than beats 1 and 3
Pentatonic scale	5 Note scale
Rastafarian	Type of religion that influenced Reggae. Lyrics of reggae songs are strongly influenced by Rastafarianism and are often political including themes such as love, brotherhood, peace, poverty, antiracism, optimism and freedom.
Slow Tempo	Slow speed – characteristic of reggae
Syncopated bass riff	Bass guitar plays a short section of music – which repeats throughout
Call and response	Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.
Key instruments	Lead singer, Backing singers, Electric Guitars, Drum kit, Bass guitar, Brass section (trumpets and trombones) Saxophones
Key performers	Bob Marley,

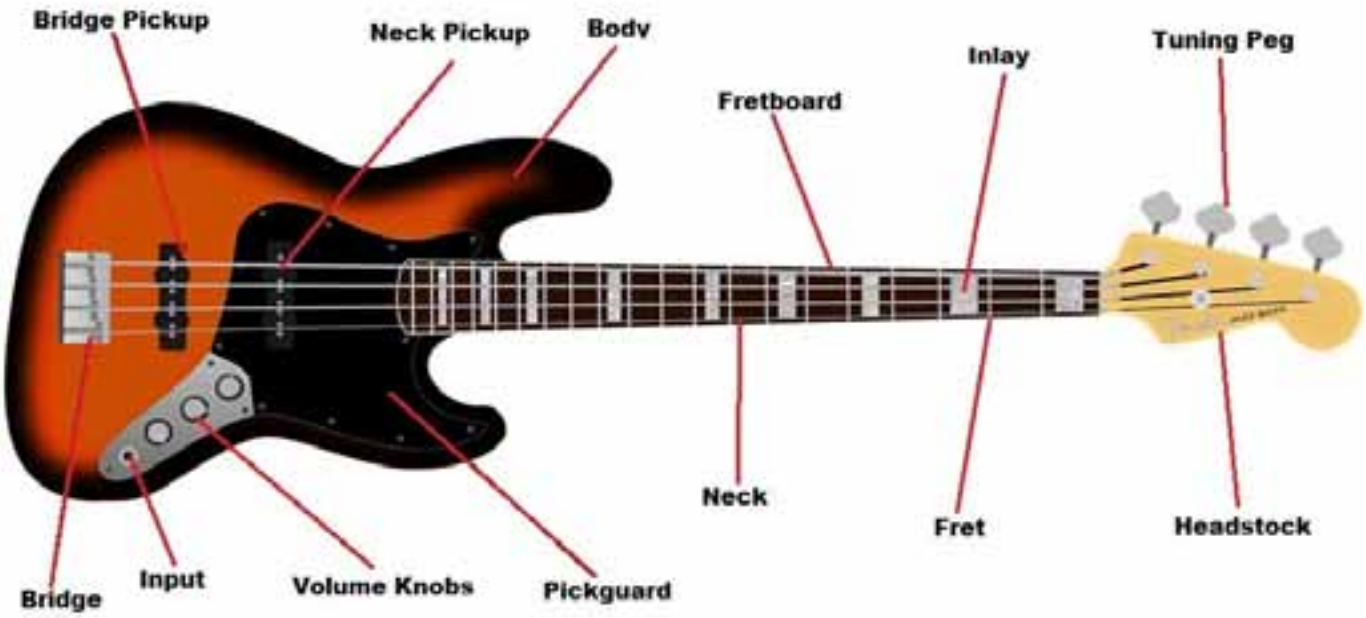
Popular Music

Keyword	Definition
Genre	The term we give to a particular style of music e.g., Rock ‘n’ Roll or Motown
Power Trio	A combination of three musicians – drums, electric bass and electric guitar. The guitarist will often be the singer too.
Sample	A piece of pre-recorded sound used in a song
Rock ‘n’ Roll	Up-tempo music that started in the 1950s (Elvis Presley, Buddy Holly, Chuck Berry) and spread mainly by radio and vinyl recordings
Motown	Upbeat, often pop-influenced style of rhythm and blues associated with black vocalist since 1959, characterised by compact danceable arrangements.
Rock	Electric guitar based music stemming from Rock ‘n’ Roll and The Blues. There are many sub genres.
Disco	A style of pop music intended for dancing to. Typically soul influenced and melodic, with a 4 to the floor drum beat and often a driving and intricate bass line
EDM	Popular music intended for dancing to in clubs typically having a 4 to the floor beat. All electronic.
Hip Hop and Rap	Hip-hop, cultural movement that attained widespread popularity in the 1980s and ’90s; also, the backing music for rap, the musical style incorporating rhythmic and/or rhyming speech that became the movement’s most lasting and influential art form.
Grunge	Grunge is an alternative rock genre and subculture that emerged during the mid-1980s. Grunge fuses elements of punk rock and heavy metal, but without punk's structure and speed. The genre featured the distorted electric guitar
Brit Pop	Britpop, movement of British rock bands in the 1990s that drew consciously on the tradition of melodic, guitar-based British pop music established by the Beatles.

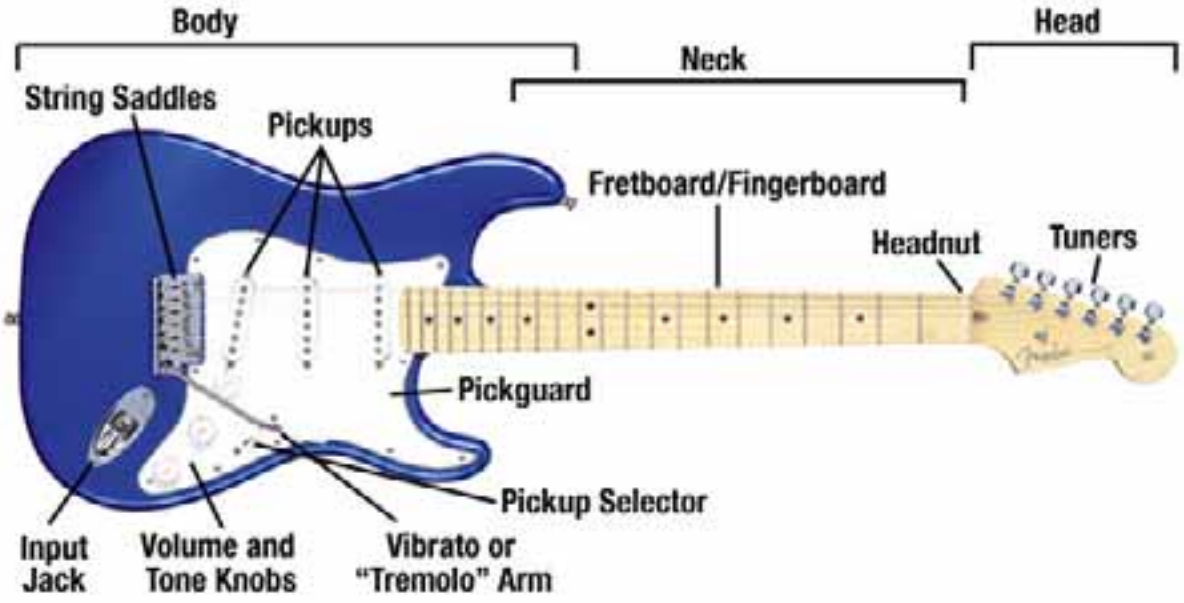
The Drum Kit



Bass Guitar



Electric Guitar



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	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.

You can download this template from the school website: www.saintben.sch.uk/content/independence

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

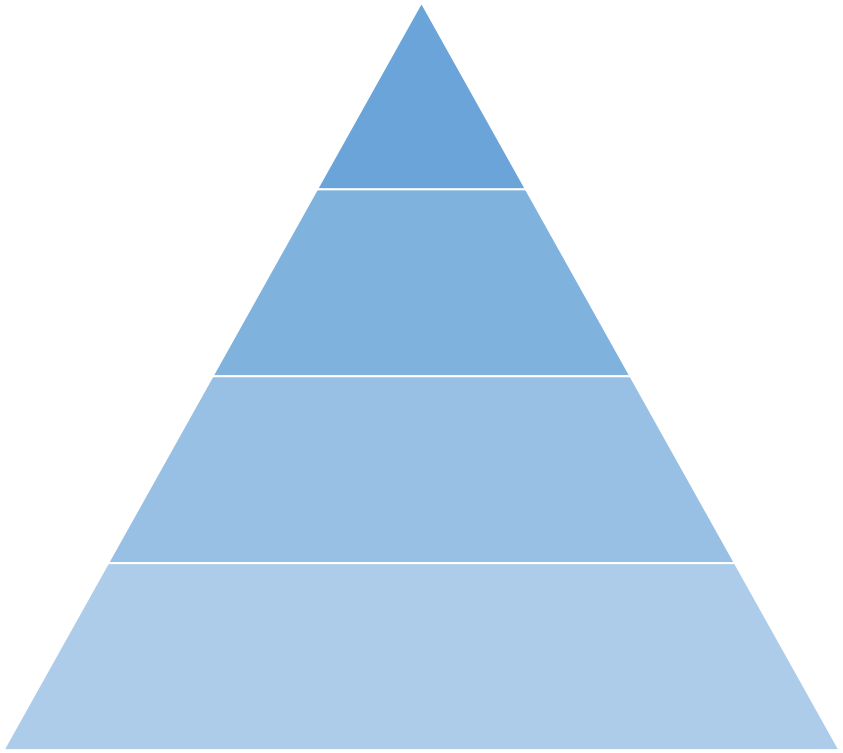
NAME: CLASS:

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?



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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:

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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.

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