



# Year 8 Knowledge Book 2026-2027 Options



Saint Benedict  
A Catholic Voluntary Academy



*Love, Belief, Integrity, Knowledge*





# OUR VALUES

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

## LOVE

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

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

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

## BELIEF

We will encourage one another and build each other up.

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

## KNOWLEDGE

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

## INTEGRITY

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

We will live and work sustainably.

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







# Your Knowledge Book (Options)



Art Light – Orange



Technology – Peach



Geography – Fluorescent Yellow



History – Red



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

|                    |                                          |
|--------------------|------------------------------------------|
| <b>Empathy</b>     | Understand and share feelings of others  |
| <b>Compassion</b>  | Concern for misfortune of others         |
| <b>Compliment</b>  | Praise or congratulate others            |
| <b>Considerate</b> | Thoughtfulness and sensitivity to others |
| <b>Generous</b>    | 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

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# 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.

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# Verbal Communication

**Treat each other with dignity and justice**

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

## What is verbal communication?

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

## What does it mean to communicate effectively?

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

## Why is it important to communicate effectively?

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

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

## How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

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# Manners

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

## Loving...harmony...dignity

### Treat your neighbour as yourself

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

### Show the best side of yourself

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

### Manners are for every situation

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

However it does calm a situation if you do.

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# Change

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

## Develop potential to the full

### Find the positive

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

### Feeling vulnerable

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

### Talk about it

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



## Study Skills – Ways to learn and remember

### Self quizzing (look, cover, write)



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



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

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

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## 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)



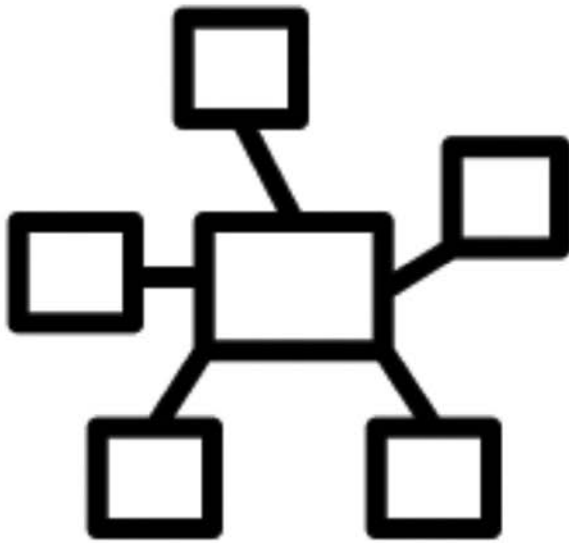
Repeat the self quiz.

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

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# 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

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# Study Skills – Ways to learn and remember

## Concrete Examples

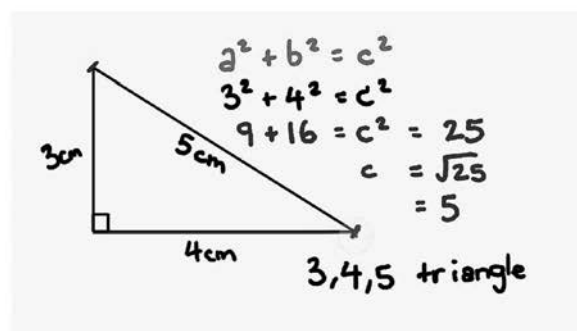


### Pythagoras theorem example

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

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

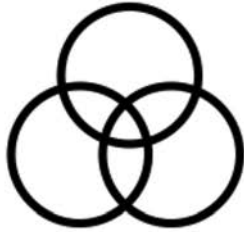
A concrete example is an clear example of an abstract idea



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# 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

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# Study Skills – Ways to learn and remember

## Dual Coding



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

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# YEAR 8

## ART & DESIGN

### KNOWLEDGE ORGANISER

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## FORMAL ELEMENTS



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Page 3 Tone, Shape & Form

Page 4 Pattern, Line & Texture

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## THE FORMAL ELEMENTS

### TONE



Tone describes the lightness or darkness of a surface.

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



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

#### ADJECTIVES TO DESCRIBE TONE

|          |            |
|----------|------------|
| Dark     | Highlights |
| Light    | Shadows    |
| Mid tone | Shading    |
| Grey     | Blending   |
| Blend    | Graduated  |

### SHAPE

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



Geometric

Organic

#### ADJECTIVES TO DESCRIBE SHAPE

|             |           |
|-------------|-----------|
| Circular    | Irregular |
| Square      | Stylized  |
| Rectangular | Organic   |
| Triangular  | Geometric |
| Misshaped   | Contour   |

### FORM

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



#### WORDS TO DESCRIBE FORM

|          |                |
|----------|----------------|
| Angular  | Curvaceous     |
| Twisted  | Solid          |
| Bulbous  | Malformed      |
| Tapered  | Rounded        |
| Contours | Negative space |

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## THE FORMAL ELEMENTS

### PATTERN

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

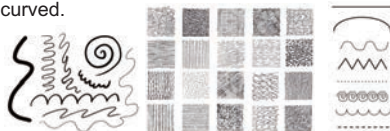


#### ADJECTIVES TO DESCRIBE PATTERN

|              |            |
|--------------|------------|
| Regular      | Motif      |
| Irregular    | Repetition |
| Symmetrical  | Radial     |
| Tessellating | Tiered     |
| Organic      | Even       |

### LINE

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



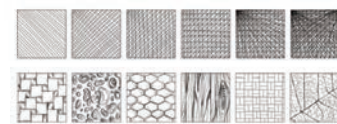
Marks can be repeated and used to create patterns in order to give tone and texture to your drawing.

#### ADJECTIVES TO DESCRIBE LINE

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

### TEXTURE

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



#### WORDS TO DESCRIBE TEXTURE

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

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## THE FORMAL ELEMENTS

### COLOUR

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

#### Primary Colours



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

#### Secondary Colours

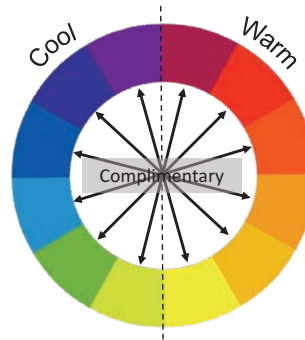


A colour mixed from two primary colours

#### Tertiary Colours



A colour mixed from a primary colour and a secondary colour



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

**Complimentary Colours** are colours opposite each other on the colour wheel

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

#### ADJECTIVES TO DESCRIBE COLOUR

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

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# DESIGN PRINCIPLES



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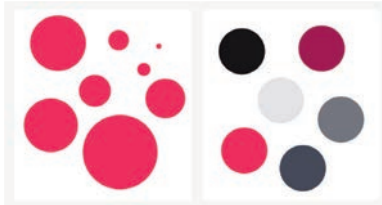
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## THE DESIGN PRINCIPLES

### UNITY & VARIETY

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

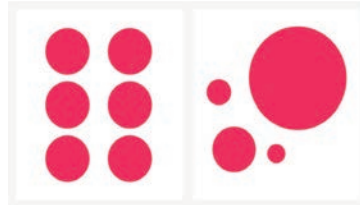


Unity = Same colour  
Variety = Different sizes

Unity = Same size  
Variety = Different colours

### BALANCE

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

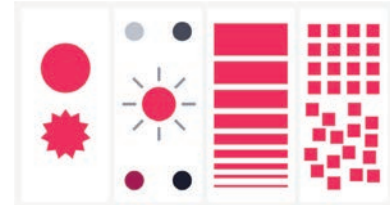


Balance = Symmetrical

Balance = Asymmetrical

### CONTRAST

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



Contrast in shape

Contrast in colour

Contrast in scale

Contrast in layout



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## THE DESIGN PRINCIPLES

### SCALE/PROPORTION

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



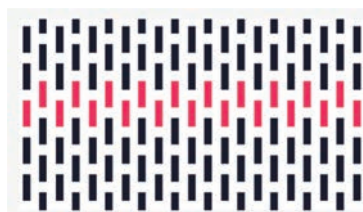
Size

Ratio

Divisions

### REPETITION

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



Repetition changes perspective

### EMPHASIS

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



Creating a focal point



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# WRITING ABOUT ART



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

### KNOWLEDGE

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



### EXAMPLE

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

The painting 'Starry Night' is one of the most recognized pieces of art in the world. Vincent van Gogh painted Starry Night in 1889 during his stay at the asylum of Saint-Paul-de-Mausole near Saint-Rémy-de-Provence. When in a state of depression Van Gogh incorporated darker colours and Starry Night is a wonderful example of this.

Blue dominates the painting, blending hills into the sky. The small village lays at the base in the painting in browns, greys, and blues. Even though each building is clearly outlined in black, the yellow and white of the stars and the moon stand out against the sky, drawing the eyes to the sky.

## ART & DESIGN – WRITING ABOUT ART – UNDERSTANDING

### UNDERSTANDING

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



### EXAMPLE

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

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

### BEYOND

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

### THE BIG QUESTION

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



### EXAMPLE

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

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## ART & DESIGN – WRITING ABOUT ART – SENTENCE STARTERS

### KNOWLEDGE

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

### UNDERSTANDING

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

### BEYOND

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

### 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.

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## ART & DESIGN – VOCABULARY

### WORDS TO DESCRIBE ART

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

### COMPOSITION

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

### DRAWING

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

### PAINTING

Wash  
 Watercolour  
 Acrylic  
 Oil  
 Brush strokes  
 Impasto  
 Drybrush

### PRINTING

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

### LIGHT

Natural  
 Artificial  
 Dark  
 Bright  
 Shadow  
 Low light  
 Dim

### FEELING

Atmospheric  
 Expressive  
 Humorous  
 Disturbing  
 Refreshing  
 Nostalgic  
 Emotive  
 Depressing  
 Delicate  
 Sinister  
 Joyous

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# BIRDS



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## YEAR 8 - BIRDS

### BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme birds.

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

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

You will also develop skills using a variety of painting techniques, mark making, collage, and paper manipulation.

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

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

### ARTISTS WHO EXPLORE THE THEME BIRDS



Mark  
Hearld



Tara  
Kate



Abby  
Diamond



Lonac



Diana  
Beltrán  
Herrera



Diana  
Shepherd

### PLACES TO VISIT

Derby Cathedral  
Darley Park  
Elvaston Castle Country  
Park  
Kedleston Park  
Carsington Water

Ogston Reservoir  
Staunton Harold  
Reservoir  
Attenborough Nature  
Reserve  
Cromford Canal  
Chatsworth Park

### WEBSITES TO VISIT

[www.rspb.org.uk](http://www.rspb.org.uk)  
[www.allaboutbirds.org](http://www.allaboutbirds.org)  
[www.nationalgeographic.com](http://www.nationalgeographic.com)  
[www.countryfile.com](http://www.countryfile.com)  
[www.bbowt.org.uk](http://www.bbowt.org.uk)  
[www.birdspot.co.uk](http://www.birdspot.co.uk)

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## YEAR 8 - BIRDS

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

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

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## YEAR 8 – BIRDS – TARA KATE

### TARA KATE

Tara Kate is a self-taught bird artist and illustrator based in the Pacific Northwest, working under the name Bird Artist's Cottage. She became a full-time artist in her mid-50s after a career as a bird biologist, and her scientific background strongly informs her detailed and observational approach to drawing wildlife.

Her work focuses on bird behaviour and natural history, aiming to capture not only anatomical accuracy but also the personality and character of her subjects. She is particularly interested in everyday moments in birds' lives, using careful observation to highlight subtle details and often overlooked behaviours that reveal their individuality.

She primarily works in graphite, valuing its precision, tonal range, and ability to render fine detail, though she also uses coloured pencil, watercolour, and acrylic. Her drawings are influenced by the landscapes and wildlife of the Pacific Northwest and combine scientific accuracy with a sensitive, expressive style that reflects both observation and empathy.

Her illustrations have been published in scientific journals, and she is currently working on a book about the birds of Oregon. Through her work, she hopes to encourage a deeper appreciation of birds and foster greater awareness of their conservation and habitats.



### KEYWORDS

|                              |                         |                         |
|------------------------------|-------------------------|-------------------------|
| Natural history illustration | Tonal rendering         | Watercolour             |
| Bird illustration            | Scientific illustration | Acrylic painting        |
| Wildlife drawing             | Field observation       | Fine detail             |
| Ornithology                  | Anatomical accuracy     | Realism                 |
| Graphite drawing             | Behavioural study       | Nature-inspired art     |
|                              | Coloured pencil         | Ecological awareness 18 |



## YEAR 8 – BIRDS – DIANA BELTRÁN HERERA

### DIANA BELTRÁN HERERA

**Diana Beltrán Herrera** is a Colombian artist and designer known for transforming everyday materials into extraordinary sculptural works that celebrate colour, craftsmanship, and the beauty of nature. Based in Bristol, UK, her multidisciplinary practice spans sculpture, illustration, photography, and installation, creating visually striking pieces at the intersection of art, design, and storytelling.

Working primarily with paper and reclaimed materials, Herrera builds intricate compositions defined by precision, texture, and vibrant palettes. Inspired by natural forms, her sculptures translate familiar subjects into immersive artworks that feel both playful and refined.

Her practice has led to international exhibitions and collaborations with museums, agencies, and commercial clients worldwide. From large-scale installations to bespoke commissions, Herrera creates distinctive works that elevate environments and invite audiences into richly detailed worlds shaped by sustainability, imagination, and meticulous making.

Since 2012, Diana Beltrán Herrera has been sculpting layered paper birds as a way to record her surroundings. Her lifelike pieces capture nature's fine details, from the fibrous texture of feathers to the delicate veins running through leaves.



#### KEYWORDS

|                 |                     |                     |
|-----------------|---------------------|---------------------|
| Sculpture       | Playful             | Layered             |
| Paper           | Reclaimed materials | Organic forms       |
| Contemporary    | Sustainable art     | Craftsmanship       |
| Nature-inspired | Installation art    | Colourful           |
| Botanical forms | Mixed media artist  | Vibrant             |
|                 | Handcrafted         | Visual storytelling |

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## YEAR 8 – BIRDS – MARK HEARLD

### MARK HEARLD

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

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

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

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

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

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



#### KEYWORDS

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

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## YEAR 8 – BIRDS – ABBY DIAMOND

### ABBY DIAMOND

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

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

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

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

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



#### KEYWORDS

Effortless

Movement

Motion

Mark-Making

Paint

Illustration

Watercolour

Ink

Drawing

Drips

Splats

Layered

Line

Energetic

Organic

Expressive

Distinctive

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## YEAR 8 – BIRDS – LONAC

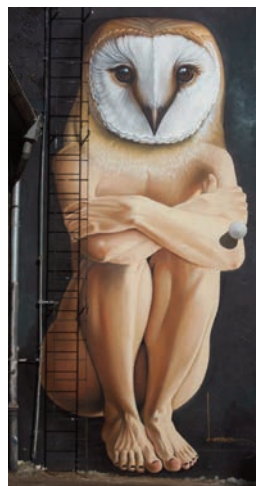
### LONAC

**Lonac** is a Croatian street artist and muralist known for his hyperrealistic, large-scale murals that combine surreal storytelling with exceptional technical precision. His work transforms urban surfaces into cinematic scenes, often exploring emotion, identity, and contemporary life through detailed, thought-provoking imagery.

Working primarily in public space, Lonac blends fine-art realism with street art energy, using spray paint to construct layered compositions that feel immersive and painterly. His murals are marked by dramatic lighting, photographic detail, and subtle surreal twists that draw viewers into intimate narratives set within urban environments.

One of his most well-known works, "They Were Flying High So I Shot Them Down," features strikingly realistic birds suspended in a quiet, tension-filled moment, blending beauty with an undercurrent of unease. The piece exemplifies his ability to combine natural symbolism with emotional ambiguity, turning familiar subjects into powerful visual metaphors.

His practice has gained international recognition through festivals, commissions, and collaborations across Europe and beyond. By merging classical drawing skill with contemporary street art, Lonac turns everyday architecture into compelling visual landmarks that fuse realism, imagination, and narrative depth.



#### KEYWORDS

Hyperrealism

Street art

Muralism

Large-scale murals

Spray paint

Urban art

Contemporary realism

Surreal storytelling

Visual narrative

Public art

Cinematic imagery

Fine detail

Figurative art

Emotional symbolism

Optical illusion

Nature motifs

Urban intervention

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DIANA SHEPHERD

Diana Shepherd is a freelance practitioner based at Derby Arboretum Park, where her practice is divided between fine art, design, and community-based projects. Working both from the park and a home studio, her work is primarily drawing-led and forms the foundation of their wider artistic output.

Her practice focuses on drawing using charcoal and inks, exploring tone, texture, and expressive mark-making. Artist residencies, both nationally and internationally, are an important part of her approach, providing opportunities to develop new work and engage with different cultures and environments. This has also led to collaboration with the park manager to establish artist residency opportunities within the Arboretum Orangery.

Community engagement plays a significant role in her work, particularly projects involving people who have experienced mental health challenges. Her practice is informed by a belief in the therapeutic value of the arts, especially when experienced in social and shared settings.

Diana Shepherd is also a co-founder and lead artist of the arts and wellbeing organisation All Being Well, which operates within Derby Arboretum Park and across the Erewash region, delivering projects that connect creative practice with wellbeing and community support.



| KEYWORDS               |                   |                        |
|------------------------|-------------------|------------------------|
| Charcoal drawing       | Texture           | Community art          |
| Ink drawing            | Tone and contrast | Participatory practice |
| Fine art practice      | Sketching         | Arts and well being    |
| Contemporary drawing   | Mixed media       | Therapeutic art        |
| Expressive mark-making | Studio practice   | Social practice art    |
| Artist residencies     | Public engagement | 23                     |

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OUR  
LANDSCAPE



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| Page 32 | Steven McLoughlin      |



## YEAR 8 – OUR LANDSCAPE

### BRIEF OVERVIEW OF TOPIC

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

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

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

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

### ARTISTS WHO RESPOND TO THEIR LOCATION



Ian Murphy



Joseph Wright Of Derby



Giles Davies



Stephen Wilshire



Rowan Leckie



Steven McLoughlin

### PLACES TO VISIT

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

### The Quad

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

### WEBSITES TO VISIT

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

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## YEAR 8 – OUR LANDSCAPE

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

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

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YEAR 8 – OUR LANDSCAPE – STEPHEN WILTSHIRE

STEVEN WILTSHIRE

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

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

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

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



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

YEAR 8 – OUR LANDSCAPE – ROWAN LECKIE

ROWAN LECKIE

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

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

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



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

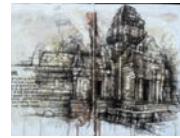
## YEAR 8 – OUR LANDSCAPE – IAN MURPHY

### IAN MURPHY

**Ian Murphy** (born 9th March 1963) is a contemporary British Fine Artist who gained initial success with selection to the British Young Contemporary Artists in 1985. He is best known for his powerful, tonal drawings and atmospheric, mixed media oil paintings of architectural places.

His secondary education was at Cardinal Newman RC High School (No longer in existence), but his major push to an artistic career came through a strong Fine Art based A level programme and a Foundation course in his hometown of Wigan. From here he moved on to complete a BA (Hons) degree in Fine Art, Painting and Printmaking, graduating in 1985 with 1st class honours from Sheffield Hallam University.

Ian Murphy's Drawings and Paintings are about connecting people and places. He entices you to explore the visual content in his atmospheric paintings of forgotten and decaying places, and then he engages you with the tactile surface layers of colour, brush-mark and text to explore the creative process and discover the underlying narrative within each piece. Famous historic sites through to innocuous street corners; palaces, temples or even bedraggled shanty towns are all sources of inspirational content for Ian Murphy, and the intrigue of every visual journey he undertakes, captured in his powerful sketchbook recordings are very much the blueprint for the atmospheric and often semi-abstract canvases.



### KEYWORDS

Emotive  
Erosion  
Neglect  
Abandonment  
Architecture

Beauty  
Imperfections  
Decay  
Passage of Time  
Cultural Identity  
History

Layers  
Textures  
Tactile  
Tonal  
Mixed Media  
Oil Paint

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## YEAR 8 – OUR LANDSCAPE – GILES DAVIES

### GILES DAVIES

**Giles Davies** came to magazine collage from a background in Graphic Design and discovered a way of blending incongruous fragments to create vibrant landscapes – realistic from a distance, but witty and surreal close up.

Working exclusively with recycled magazine cuttings, Giles blends the inherent wealth of patterns and textures, to represent landscape features at a different scale and in a different context. The results reveal spontaneous, playful surrealism, yet retain the richness and detail of a photograph.

Giles is inspired by the effects of different light conditions on a landscape and particularly enjoys the Peak District, and the mountains and coasts of Wales. He enjoys working on commissions, and sells Giclee prints, and cards of his work. He also runs occasional workshops. Currently, Giles is finding fresh inspiration working en plein air – as long as the wind isn't blowing too hard!

Giles is a member of Peak District Artisans, with whom he has exhibited for the last seven years. He also appeared in two series of the BBC One programme: 'Home is where the art is'. He has also exhibited at the Manchester Art Fair with the Twenty20 Collective, and Williams BMW. In 2022 his piece 'No Pleasure Cruise' was selected for the Royal Academy Summer Exhibition.



### KEYWORDS

Collage  
Recycled  
Spontaneous  
Playful  
Landscape

Incongruous  
Fragments  
Vibrant  
Realistic  
Surreal  
Witty

Distance  
Close Up  
Texture  
Pattern  
Scale  
Light

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## YEAR 8 – OUR LANDSCAPE – JOSPEH WRIGHT OF DERBY

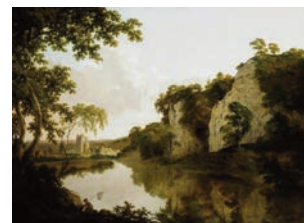
### JOSEPH WRIGHT (3 September 1734 – 29 August 1797)

**Joseph Wright** was an 18th-century English painter known for his dramatic use of light and his pioneering depictions of science, industry, and the natural world. He became closely associated with his hometown and the surrounding Derbyshire landscape, which played a significant role in shaping his artistic vision and subject matter.

Alongside his well-known candlelit scenes and scientific subjects, Wright produced an important body of landscape paintings inspired by Derbyshire. These works depict the region's hills, valleys, caves, and rural scenery, often emphasising atmosphere, mood, and the changing effects of natural light. He was particularly drawn to moonlight, twilight, and stormy skies, which he used to heighten drama and emotional depth within the landscape.

Wright's Derbyshire landscapes combine close observation with a strong sense of imagination, blending topographical accuracy with an early Romantic sensibility. Scenes such as Dovedale and the caves of the Peak District reveal his fascination with geology, natural forms, and the sublime power of nature. His use of strong contrasts between light and shadow gives these works a theatrical, almost cinematic quality.

Through his landscape work, Wright of Derby helped shift British painting towards a more expressive and atmospheric interpretation of nature.



#### KEYWORDS

Collage

Recycled

Spontaneous

Playful

Landscape

Incongruous

Fragments

Vibrant

Realistic

Surreal

Witty

Distance

Close Up

Texture

Pattern

Scale

Light

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## YEAR 8 – OUR LANDSCAPE – STEVEN MCLOUGHLIN

### STEVEN MCLOUGHLIN

**Steven McLoughlin** is a Derbyshire-born artist, born in 1970, with a lifelong passion for painting the world around him. A self-taught artist, he has worked full-time as a professional painter for most of his adult life. Early in his career, he focused mainly on commercial painting for publishers and private clients before moving towards creating work inspired by his own interests.

His work is centred on the British landscape and coastline, with a strong focus on capturing atmosphere, mood, and the changing effects of weather and light. Rather than simply recording a place, he aims to convey the feeling of being within the landscape, using light and seasonal conditions to create emotion and depth.

As his two sons grew older, Steven became more interested in including people within his landscapes, adding movement and narrative to his compositions. He often describes his paintings as having a story, allowing the viewer to imagine themselves within the scene and connect personally with the work.

He works primarily in mixed media, starting many paintings on location before completing them in his studio. Glazing is an important part of his technique, using thin transparent layers of paint to build depth, richness, and luminosity. His work has been exhibited at the Mall Galleries in London and in exhibitions across England.



#### KEYWORDS

Landscape painting

British coastline

Mixed media

Glazing technique

Atmospheric painting

Natural light

Weather effects

Plein air painting

Narrative landscape

Figurative elements

Tonal depth

Texture

Luminosity

Expressive realism

Observational painting

Contemporary landscape

Studio practice

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# ART HISTORY



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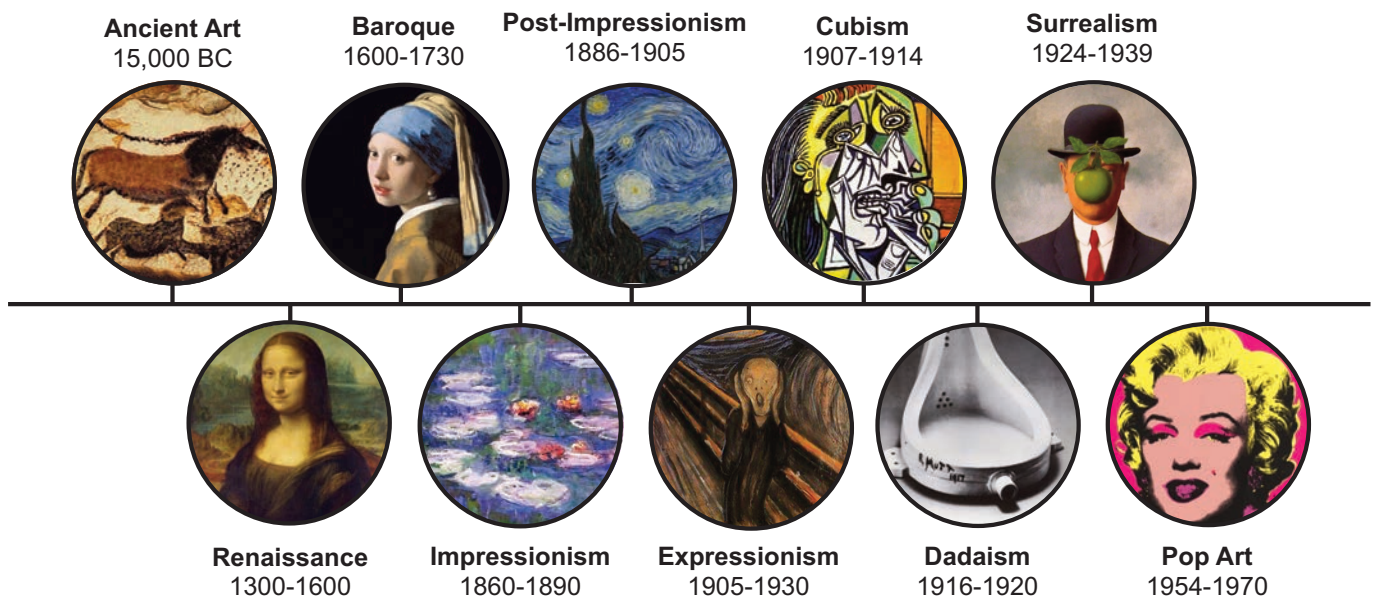
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Page 41-46 Dadaism

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## ART HISTORY – WESTERN ART TIMELINE



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## ART HISTORY - CUBISM

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

### FAMOUS CUBIST ARTISTS



Pablo Picasso  
Weeping Woman  
1937



Georges Braque  
Mandora  
1909-10



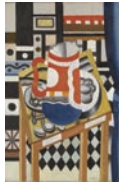
Juan Gris  
The Guitar  
1918



Jean Metzinger  
Man with a Pipe  
1913



Diego Rivera  
Martín Luis Guzmán  
1915



Fernand Léger  
Still Life with a Beer Mug  
1921-2

### CUBISM IN DETAIL

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

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

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

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## ART HISTORY - CUBISM

### WHAT INSPIRED THE CUBIST STYLE?

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

### TYPES OF CUBISM: ANALYTICAL VS. SYNTHETIC

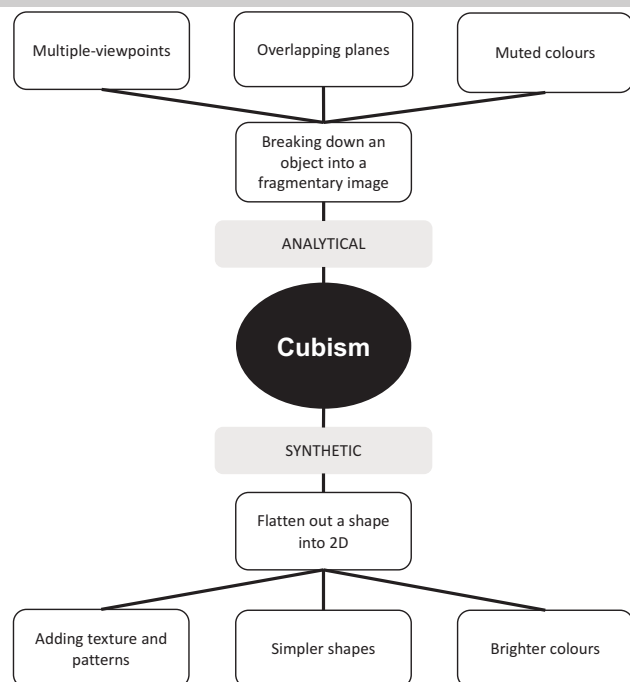
Cubism can be seen to have developed in two distinct phases: the initial and more austere analytical cubism, and a later phase of cubism known as synthetic cubism.

**Analytical Cubism** ran from 1908–12.

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

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

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



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## ART HISTORY – CUBISM

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

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

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## ART HISTORY – CUBISM – PABLO PICASSO

### PABLO PICASSO (25 October 1881 – 8 April 1973)

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

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

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

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



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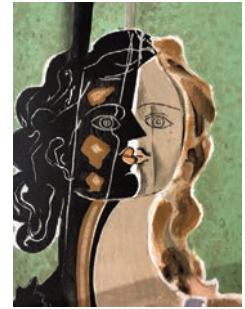
## ART HISTORY – CUBISM – GEORGES BRAQUE

### GEORGES BRAQUE (23 May 1882 – 31 August 1963)

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

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

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



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## ART HISTORY – CUBISM – JUAN GRIS

### JUAN GRIS (23 March 1887 - 11 May 1927)

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

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

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

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



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## ART HISTORY – DADAISM

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

### FAMOUS DADAIST ARTISTS



Marcel Duchamp  
Fountain  
1917



Hannah Hoch  
Da-Dandy  
1919



Max Ernst  
Sacred Conversation  
1921



Hugo Ball  
Cabaret Voltaire  
1916



Francis Picabia  
Tableau Rastadada  
1920



Raoul Hausmann  
Dada Siegt  
1920

### DADAISM IN DETAIL

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

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

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

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

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

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## ART HISTORY – DADAISM

### WHAT INSPIRED THE DADAIST STYLE?

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

### TYPES OF DADAISM

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



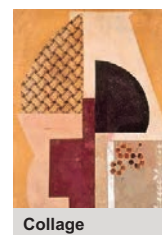
A still from a piece of Performance Art at the Cabaret Voltaire in Zurich



Dada Photography explored by Man Ray



Photomontage



Collage



A piece of dada Poetry by Hugo Ball



Ready Mades

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## ART HISTORY – DADAISM

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

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

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## ART HISTORY – DADAISM – HANNAH HOCH

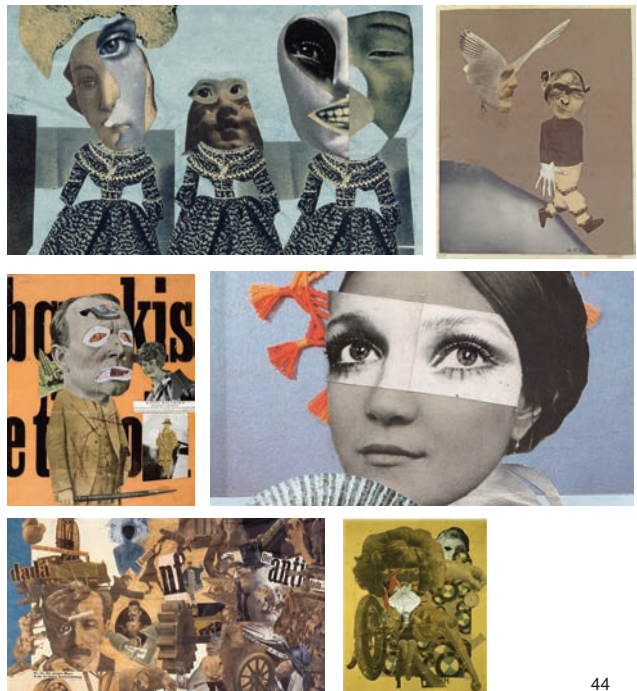
### HANNAH HOCH (23 March 1887 - 11 May 1927)

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

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

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

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



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## ART HISTORY – DADAISM – MARCEL DUCAMP

### MARCEL DUCAMP (28 July 1887 – 2 October 1968)

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



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## ART HISTORY – DADAISM – RAOUL HAUSMANN

### RAOUL HAUSMANN (12 July 1886 - 1 February 1971)

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

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

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



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# Year 8 Technology Knowledge Organiser

## General technology

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

## Keyring project

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

## Picture Frame project

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

## Food and Nutrition

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

1

## Technology General - Types of Safety Sign



### Safe condition

- Green
- Square



### Prohibition

- Red
- Crossed circle

### Warning

- Yellow
- Triangle



### Mandatory

- Blue
- Circle



### Fire

- Red
- Rectangle



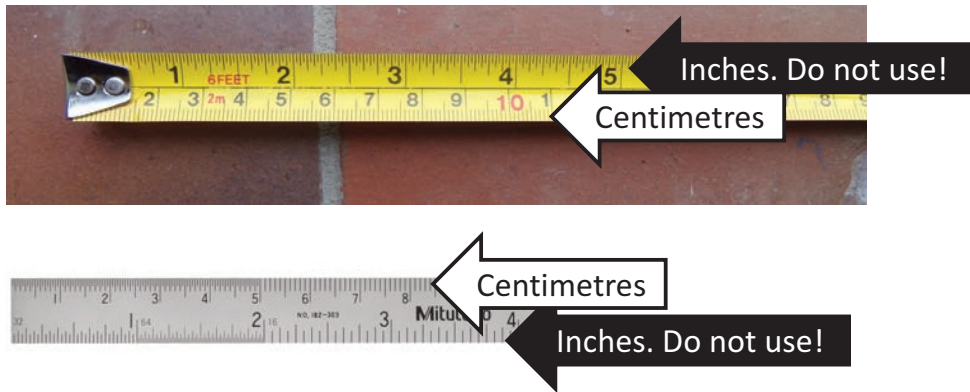
2

## Technology General – Measuring Distance

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

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

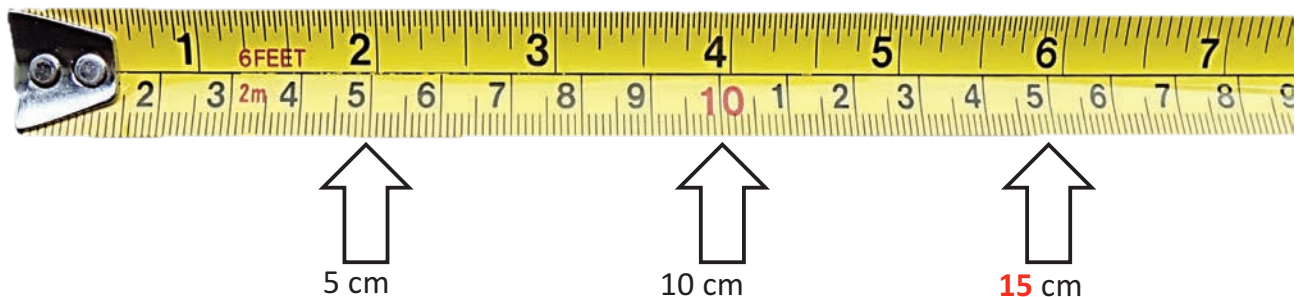
It is quite easy to convert centimetres to millimetres because there are 10mm in 1 cm.



3

## Technology General – Measuring Distance

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



4

## Year 8 Technology

### ACCESS FM

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

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

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## Year 8 Technology –Casting Project (1)

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

### Product Analysis

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

### Specification/ Design Criteria

A list of criteria that the product must satisfy.

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

Use the acronym to help you remember.

A= Aesthetic

C=Cost

C=Customer

E= Environment

S=Safety

S=Size

F=Function

M=Materials.

6



## Year 8 Technology –Casting Project (2)

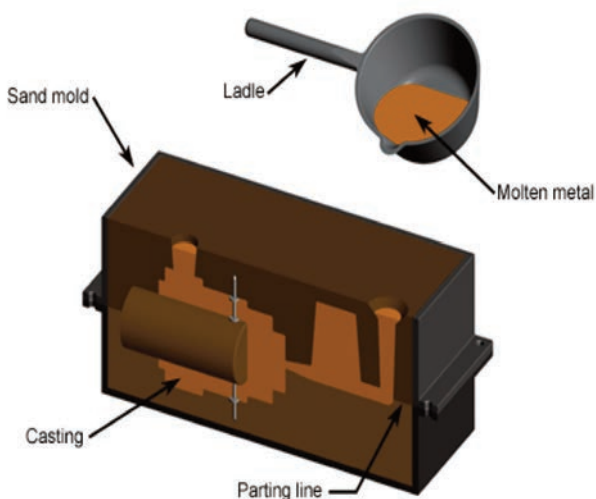
| Keywords      |                                                                                           |
|---------------|-------------------------------------------------------------------------------------------|
| Casting       | To heat up metal (in our project pewter) and pour it into a mould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

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

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## Year 8 Technology –Casting Project (3)

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



### Advantages:

Casting has following advantages over other manufacturing process.

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

### Disadvantages:

Along with these advantages, casting has following disadvantages.

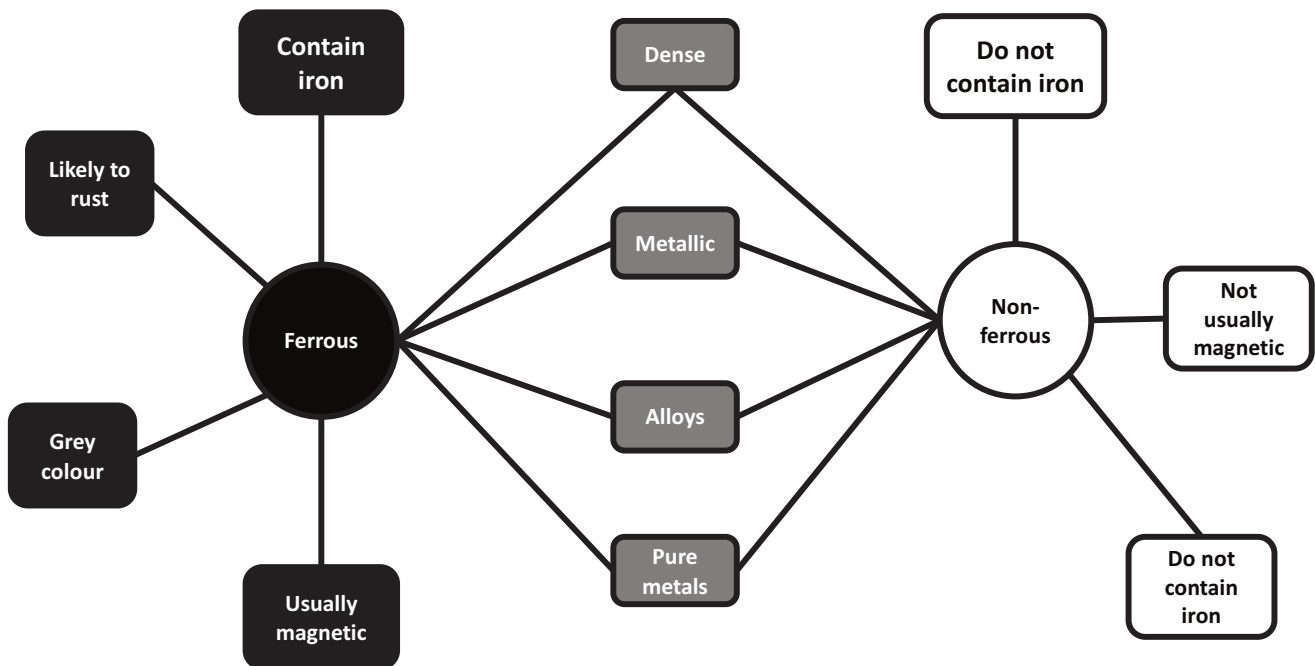
- It gives poor surface finish and mostly requires surface finish operation.
- It gives low fatigue strength.
- It is not economical for mass production

8

## Year 8 Technology –Casting Project (4)

### Ferrous and Non-Ferrous metals

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

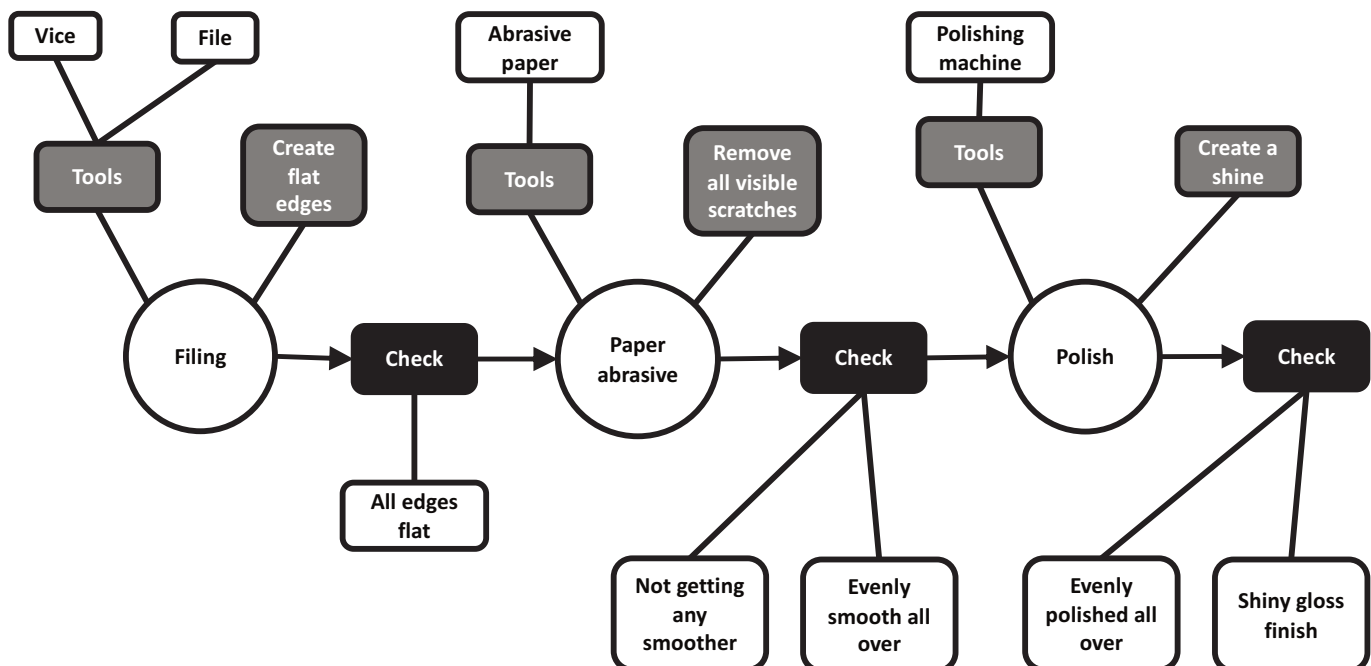


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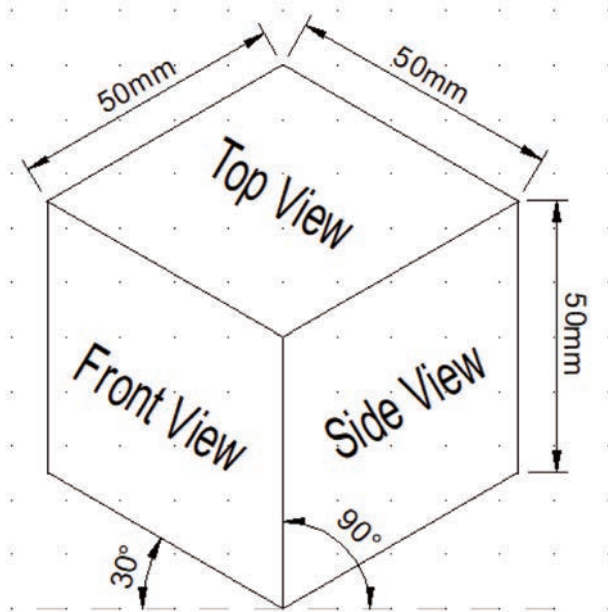
## Year 8 Technology –Casting Project (5)

### Steps in creating a polished finish

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



10



### Isometric Projection

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

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

There are three main rules to isometric drawing:

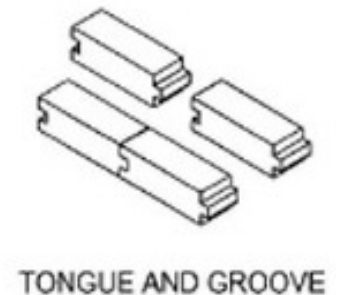
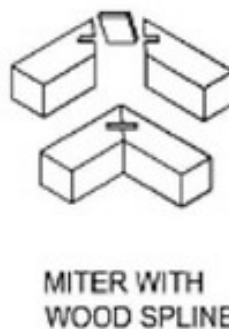
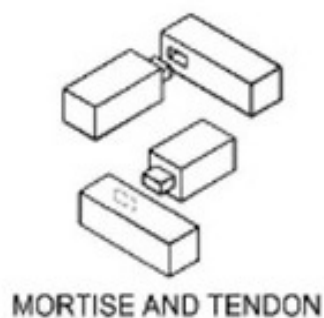
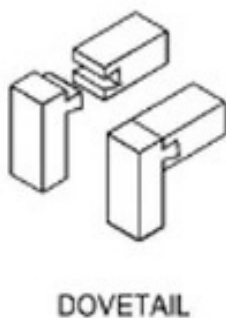
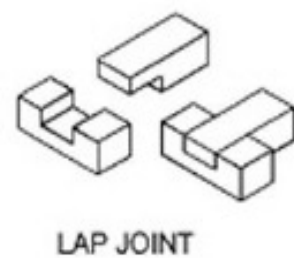
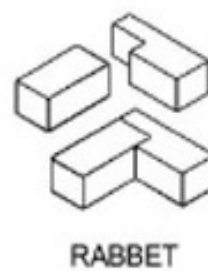
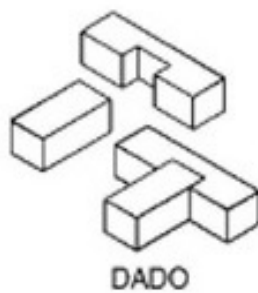
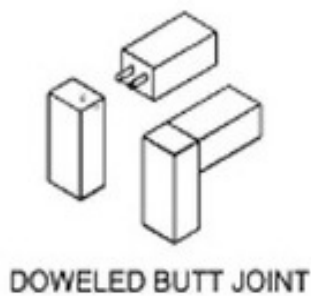
- horizontal edges are drawn at 30 degrees
- vertical edges are drawn as vertical lines
- parallel edges appear as parallel lines

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

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

## Year 8 Technology – Manufacturing Project 1

### Types of wood joint



## Year 8 Technology – Manufacturing Project (2)

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

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

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## Year 8 Technology – Manufacturing Project (3)



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



**Glass Paper**  
Used to abrade wood until smooth



**Try square**  
Used to draw lines at 90 degrees on wood



**Tenon saw**  
Used to cut straight lines in wood



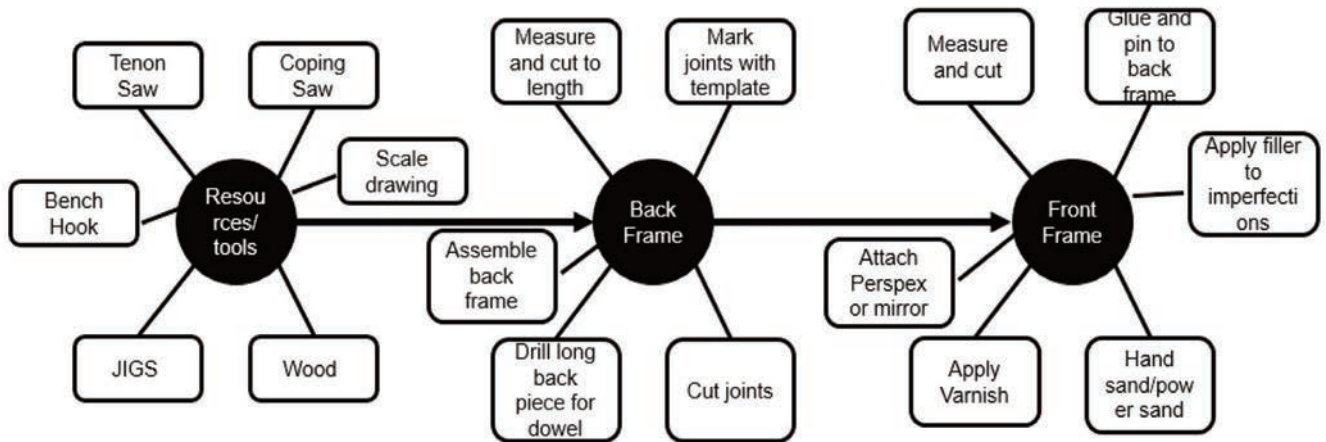
**Wood Stain**  
Wood stain allows you to change the colour of the wooden object

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## Year 8 Technology – Manufacturing Project (4)

### Picture Frame Project

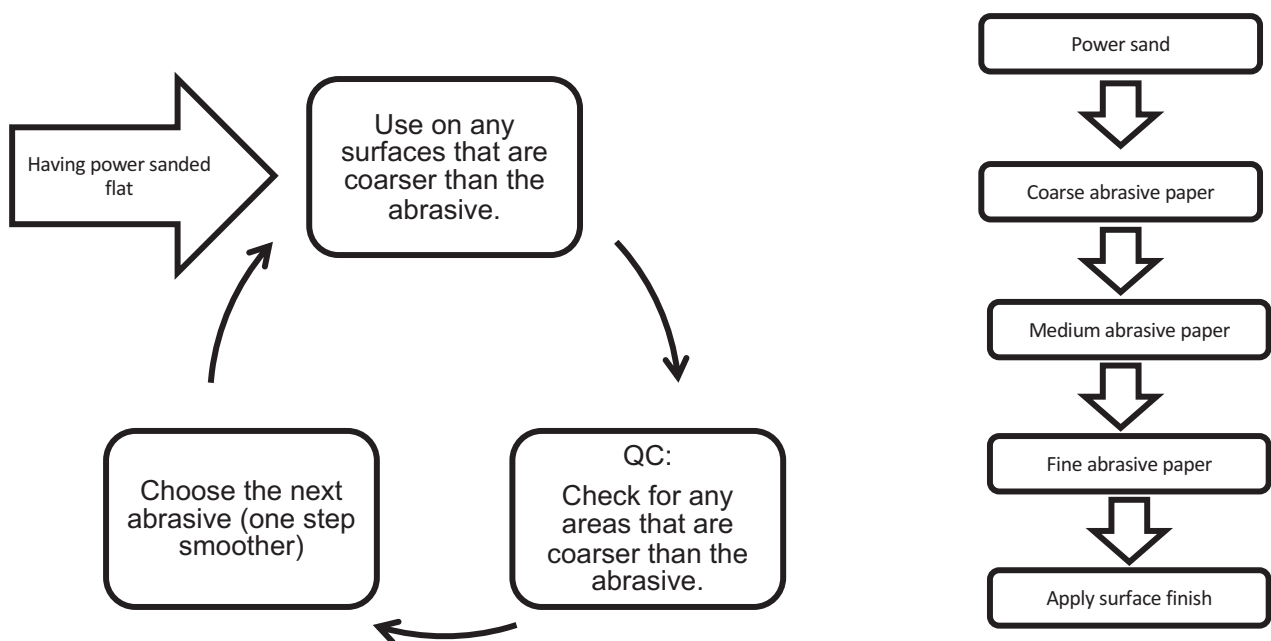
A diagram to explain how to make the picture frame.



15

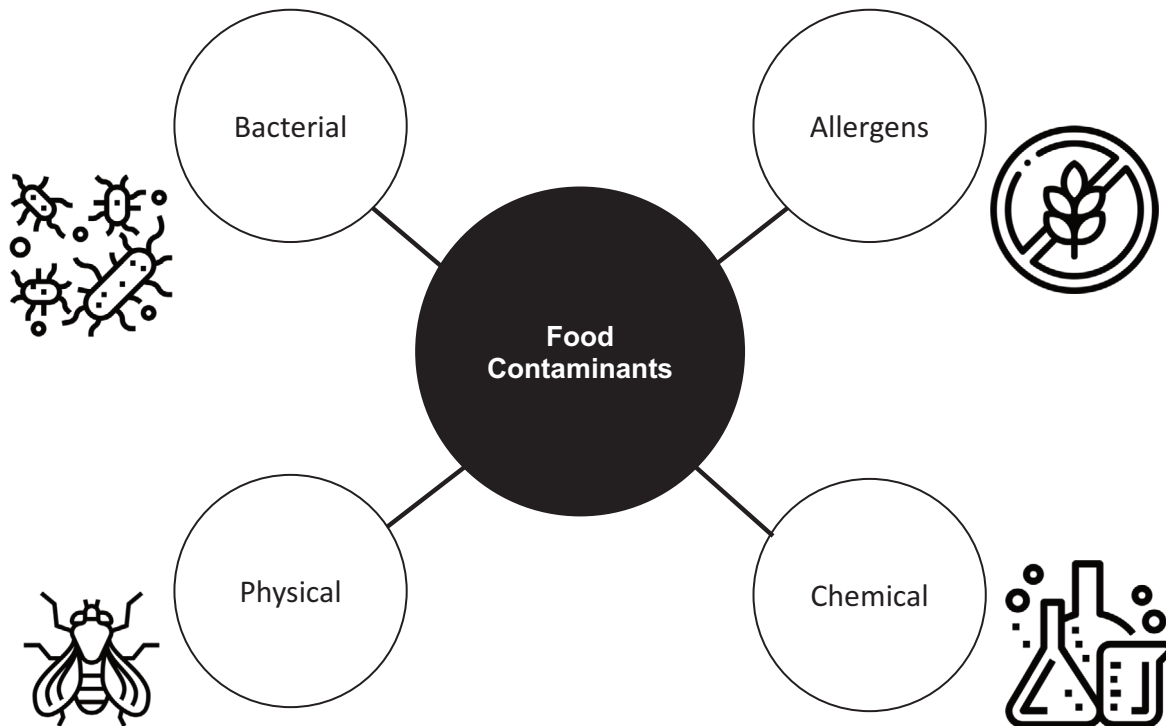
## Year 8 Technology – Manufacture

Preparing for a quality finish e.g. varnish.



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## Food related causes of ill health



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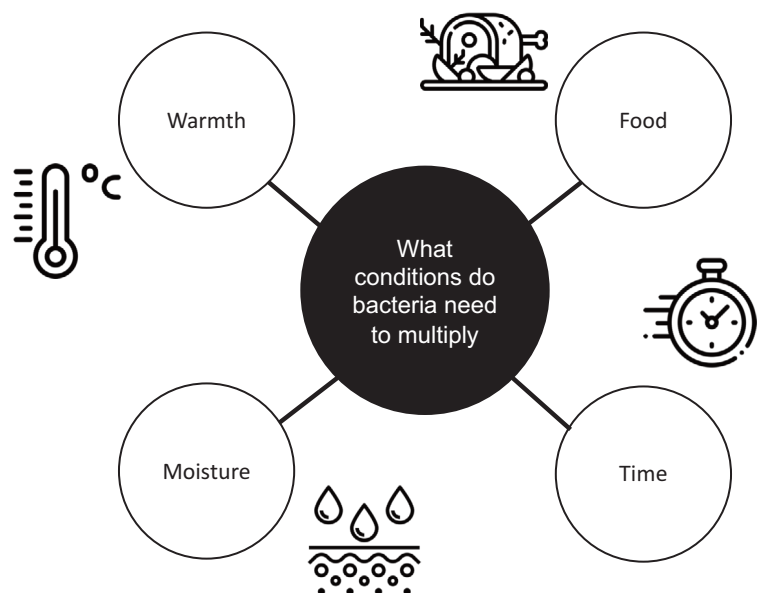
## Food related causes of ill health

### 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.



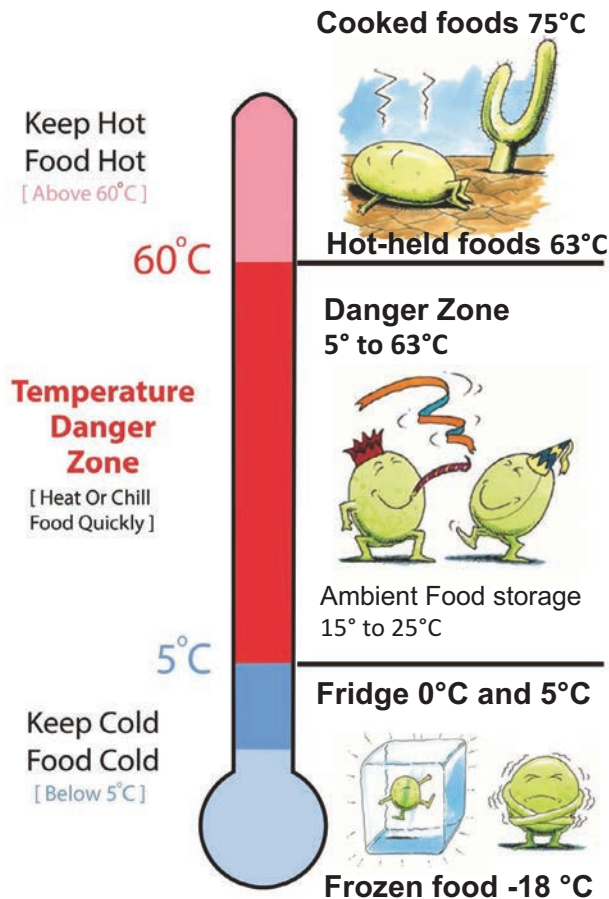
### Sources of food poisoning bacteria

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

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# Pathogenic Bacteria



## Food poisoning symptoms

### Visible:

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

### Non-visible:

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



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## The 4C's for Food Safety



### Personal Hygiene

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

### Kitchen Hygiene

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



## CROSS CONTAMINATION

### Equipment used on

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

### Clean and sanitise

surface between uses.

### Wash fruit and

vegetables to remove dirt or soil.

### Wash hands after

touching raw meat and fish.

### Use colour coded chopping boards:

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

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## 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.

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## Storing Food Safely

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



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

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

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

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

## Dates on packaging

### Best-before Dates

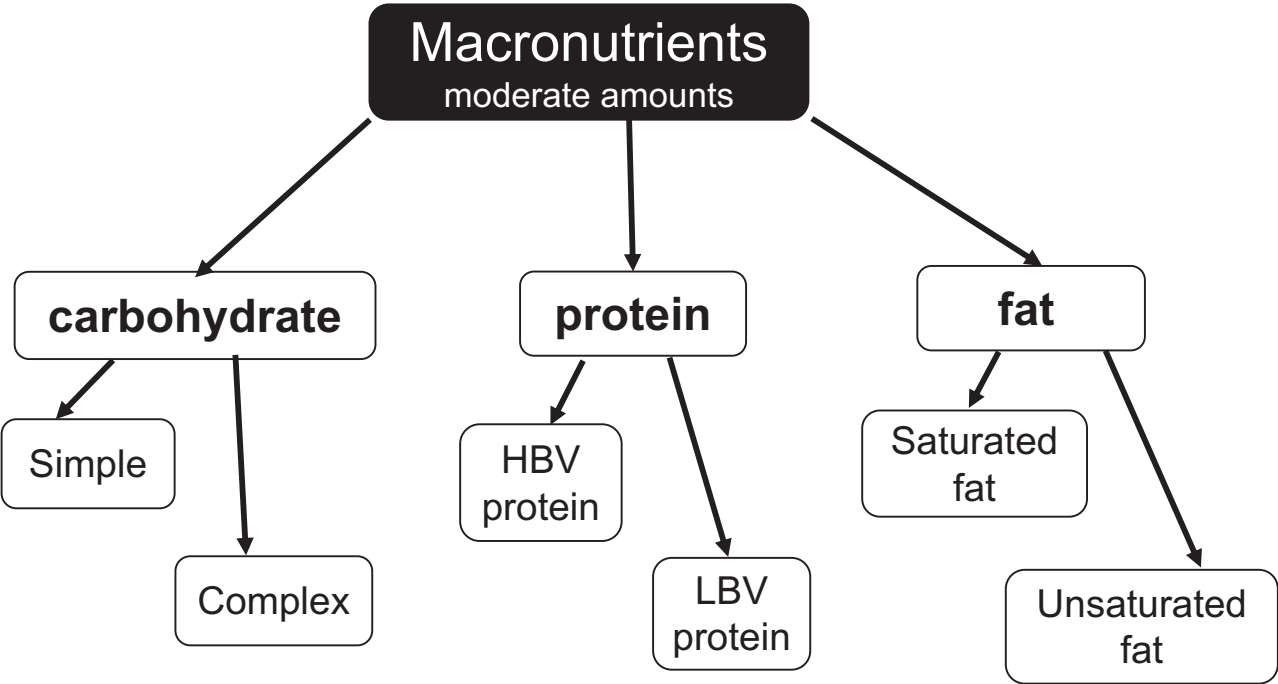
- Best-before dates usually appear on less perishable foods that have a long shelf life, such as canned, dried and frozen food products.

### Use-by Dates

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

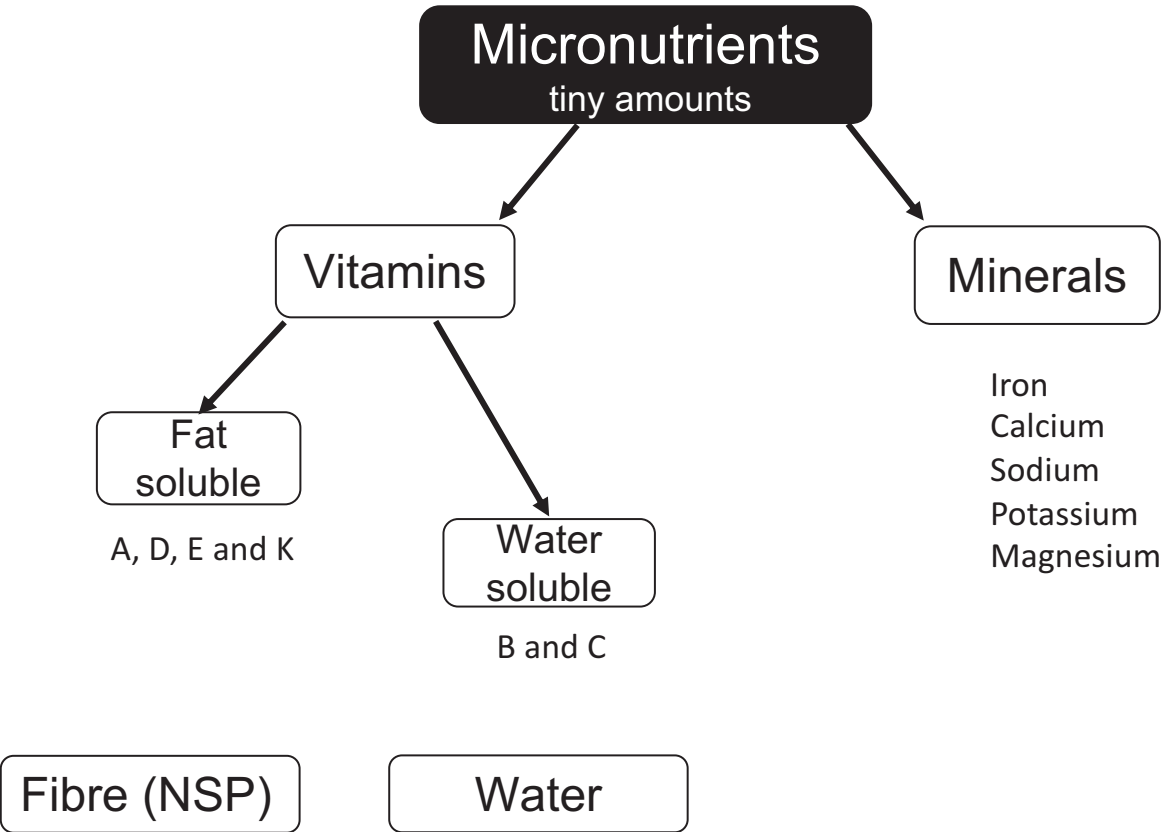
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Understanding the importance of nutrition



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Understanding the importance of nutrition



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# A Healthy Balanced Diet

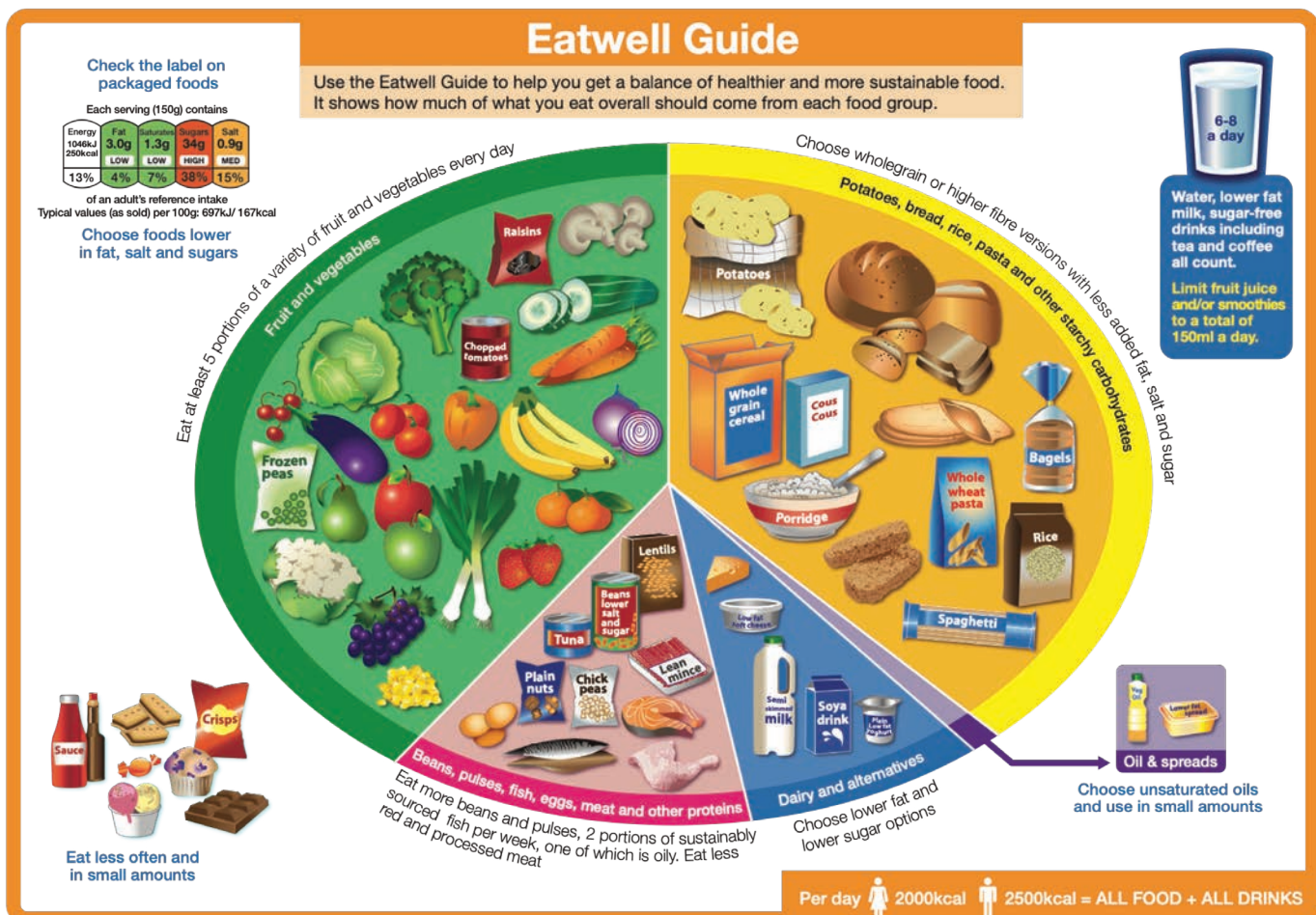
A healthy balance diet provides all the nutrients needed for healthy body functions and normal physical activity.

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

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## Carbohydrates

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

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

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

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

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

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

### Excess carbohydrates :

Obesity, Tooth decay, Type 2 diabetes

### Carbohydrates deficiency:

Lack of energy, weight loss, severe weakness

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## Protein

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

### What is protein needed for?

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

**Repair** body tissues after illness, injury or surgery.

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

**Maintaining the body** (bones and muscles)

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

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

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

### Some groups of people have a higher need for protein:

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

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# Fat

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

## What is fat needed for?

Protect vital organs

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

To maintain body temperate

Ensure a healthy immune system

Maintain healthy skin and hair

Provide energy (fat is very high in energy)

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

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

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## Fat-soluble Vitamins

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

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## Water-soluble Vitamins

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

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## Minerals

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

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# Dietary Fibre (NSP)

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

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

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

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

## Functions

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

## Deficiency

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

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# Water in the diet

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

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

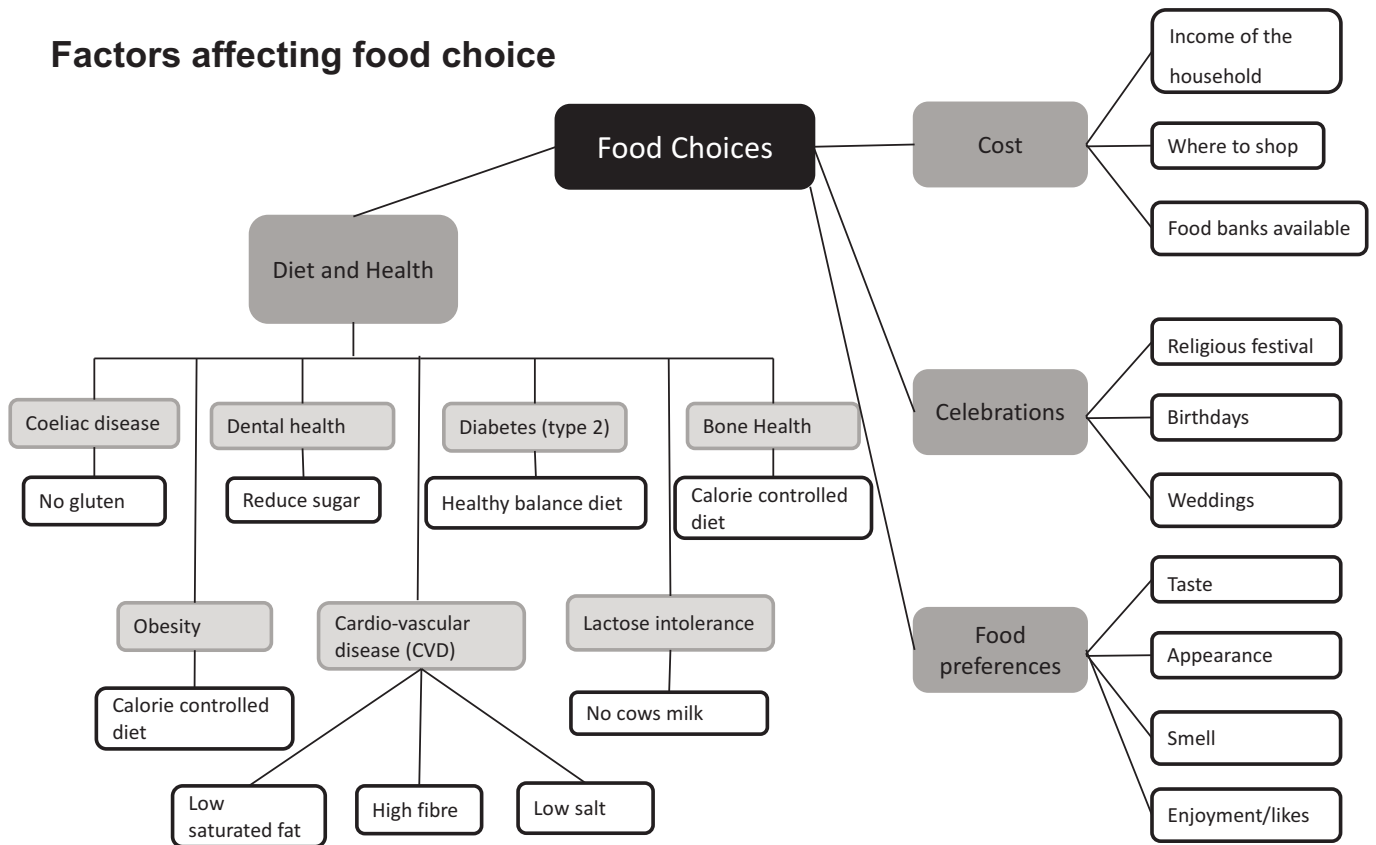
The body loses water all the time, when we go to the toilet, from sweat and also evaporation from skin. If we do not consume enough water, we become dehydrated.

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



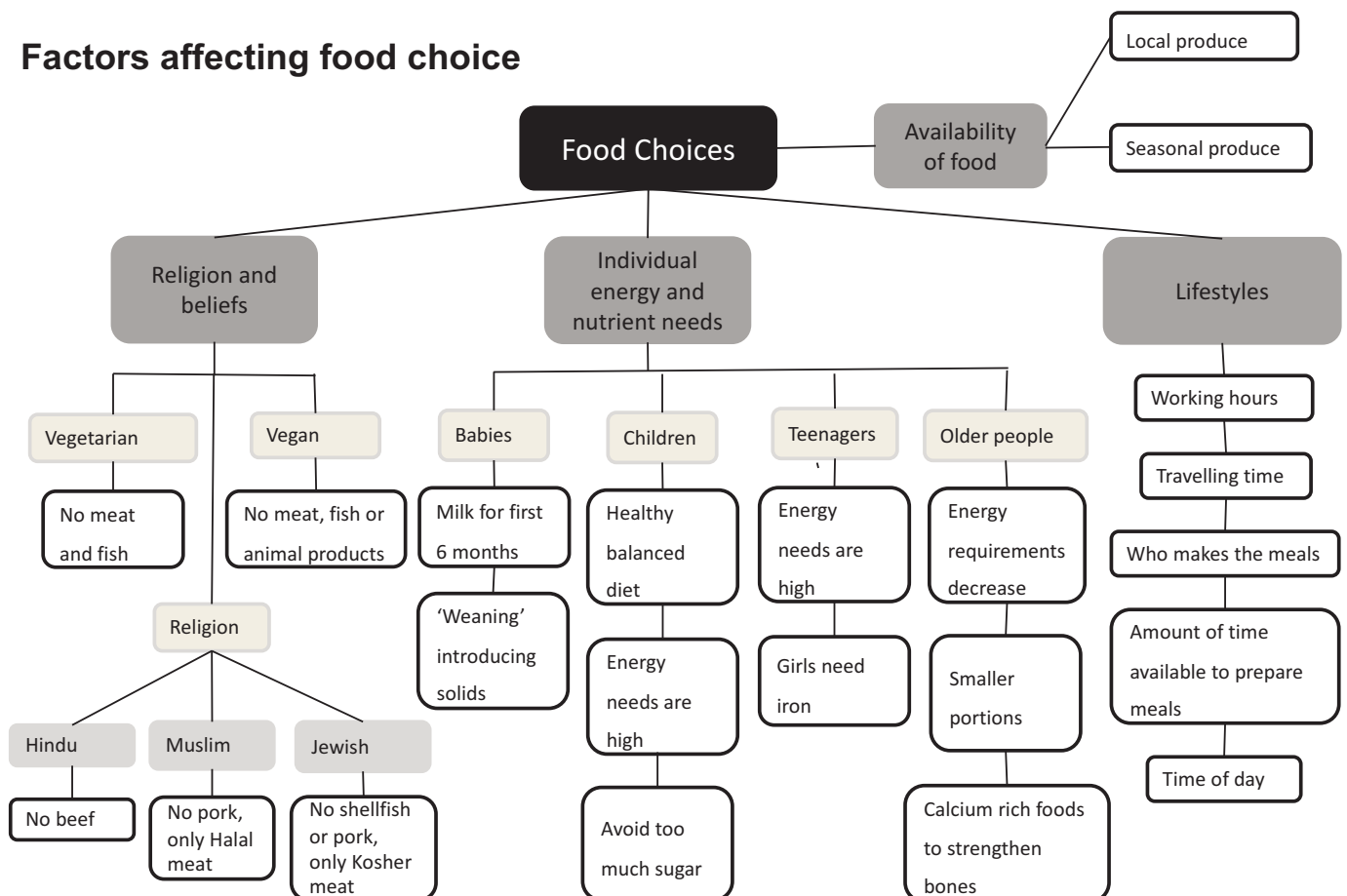
34

## Factors affecting food choice



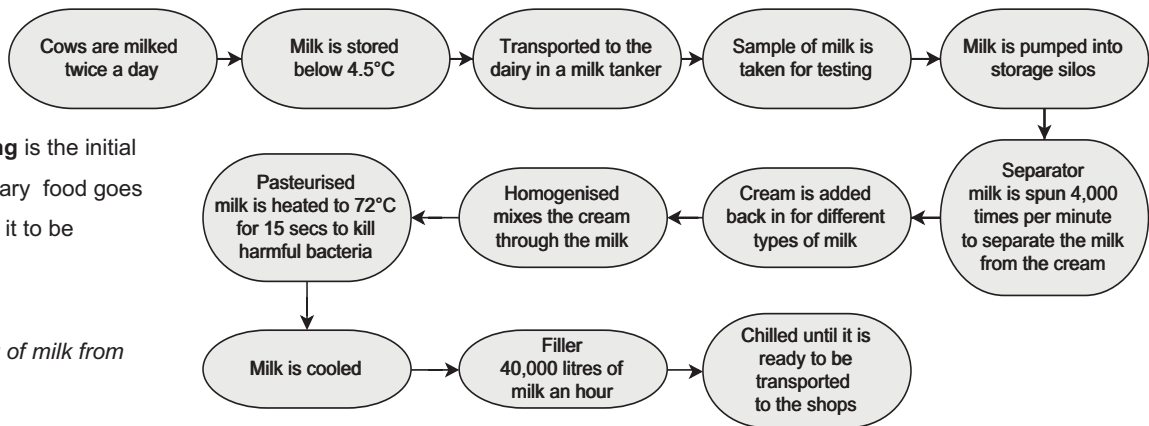
35

## Factors affecting food choice



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# Food Manufacturing



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

*Primary processing of milk from cows to the shops.*

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

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

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

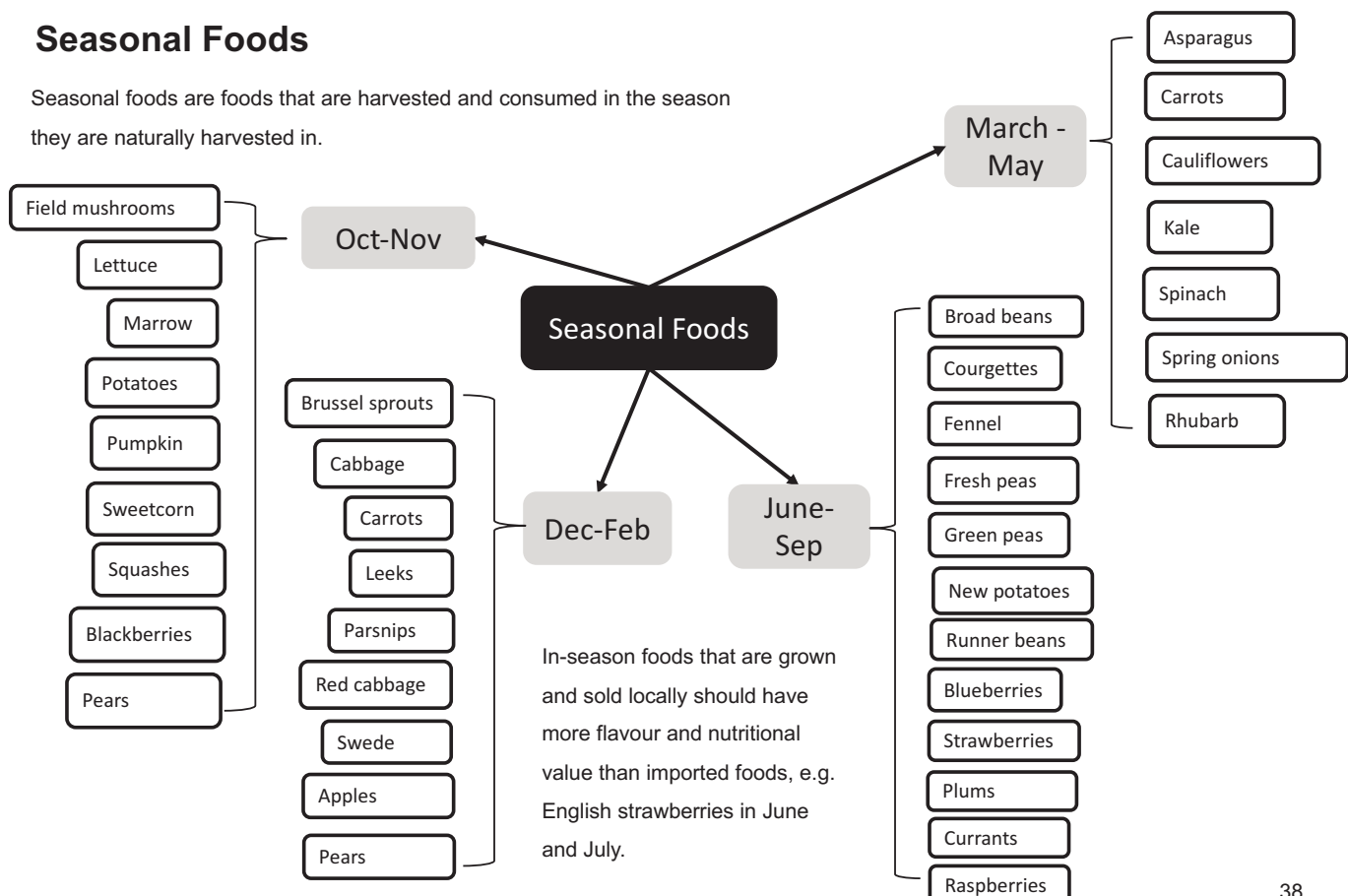
**Butter** – cream is churned to make butter. It can then be salted and made into regional varieties, e.g. ghee, continental.

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

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## Seasonal Foods

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



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## 10 FACTS ABOUT FAIRTRADE CHOCOLATE

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

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

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

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

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



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

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

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

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

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

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## Knife Skills

### Knife Safety Rules

The correct knife should be used for the appropriate job.

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

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

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

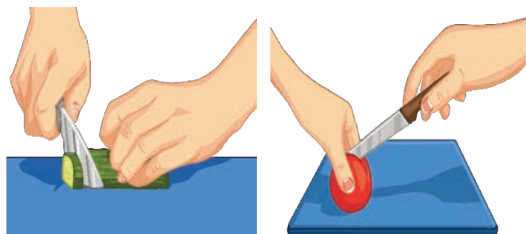
A knife must not be left on the edge of a table or chopping board.

### Types of Knives

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

# Knife Skills

## Hold



### Bridge Hold

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

### Claw Grip

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

## Vegetable Cuts

|  |                                                            |  |                                            |
|--|------------------------------------------------------------|--|--------------------------------------------|
|  | <b>Jardinière</b><br>Baton-shaped lengths                  |  | <b>Julienne</b><br>Matchstick-sized strips |
|  | <b>Macédoine</b><br>Medium-sized dice                      |  | <b>Batonnet</b><br>Square-shaped lengths   |
|  | <b>Chiffonade</b><br>Fine shreds of leafy green vegetables |  | <b>Turning</b><br>Barrel-shaped vegetables |

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## How to evaluate a food product

**What** have you made?

**What** skills/techniques have you used?

**What** went well?

**How** did you decorate/garnish it?

**What** did you like/dislike about it?

**How** could you improve?

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

Is there anything you would change?  
**Why?**

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

## Sensory Words

### Appearance (Looks)

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

### Taste (Flavour)

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

### Smell (Aroma)

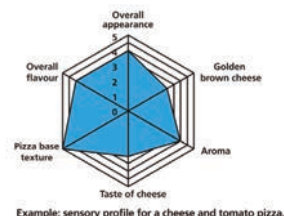
|          |        |          |
|----------|--------|----------|
| Burnt    | Yeasty | Garlicky |
| Fragrant | Sickly | Spicy    |
| Fruity   | Spicy  | Stale    |

### Texture (Mouthfeel)

|         |        |         |
|---------|--------|---------|
| Airy    | Firm   | Mushy   |
| Brittle | Fizzy  | Powdery |
| Chewy   | Flaky  | Slimy   |
| Creamy  | Foamy  | Smooth  |
| Crisp   | Goosey | 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.



Example: sensory profile for a cheese and tomato pizza.

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# Year 8 Geography

## Knowledge Organiser

### Contents Page

| Topic                 | Pages         |
|-----------------------|---------------|
| GEOGRAPHY OVERVIEW    | Pages 3 – 9   |
| ASIA                  | Pages 10 - 27 |
| GLOBAL POWERS         | Pages 28 - 53 |
| AFRICA                | Pages 54 - 73 |
| GLOSSARY OF KEY TERMS | Pages 74 - 75 |
| MAPS                  | Pages 76 - 90 |

## Key Terminology

### **SEEP**

**Social** = Issues to do with peoples lives

**Economic** = Jobs, business and money

**Environmental** = The Environment

**Political** = Countries and Governments

**Stakeholder** = Somebody who has an interest in an issue

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

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

### **Sustainability**

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

*Enough , For all, Forever*

3

## Geography Connectives

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

This means that ...

As a result of this ...

This leads to ...

The result of this ...

This results in ...

In the future this may lead to ...

As a consequence of this ...

This occurs because ...

The reasons for this is ...

This causes ...

An example of this is ...

The reason for this is ...

... leading to ...

... meaning that ...

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

This produces ...

This may bring about ...

...and because of this ...

This is due to ...

This suggests that ...

...and this means that ...

One reasons for this is ...

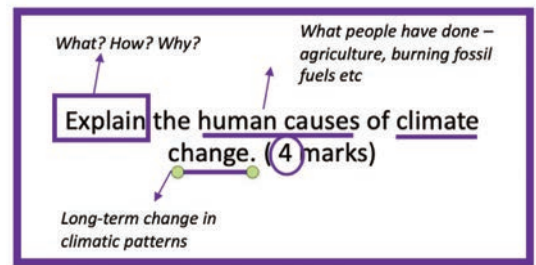
...and due to this ...

4

## BUG the exam question

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

**B** – box the command work  
**U** – Underline any other key words  
**G** – glance at the mark



## Developing your points using the PEEL structure

### Point

What is the point you are making ?

### Evidence

Which examples / facts / data link to your point ?

### Explain

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

### Link

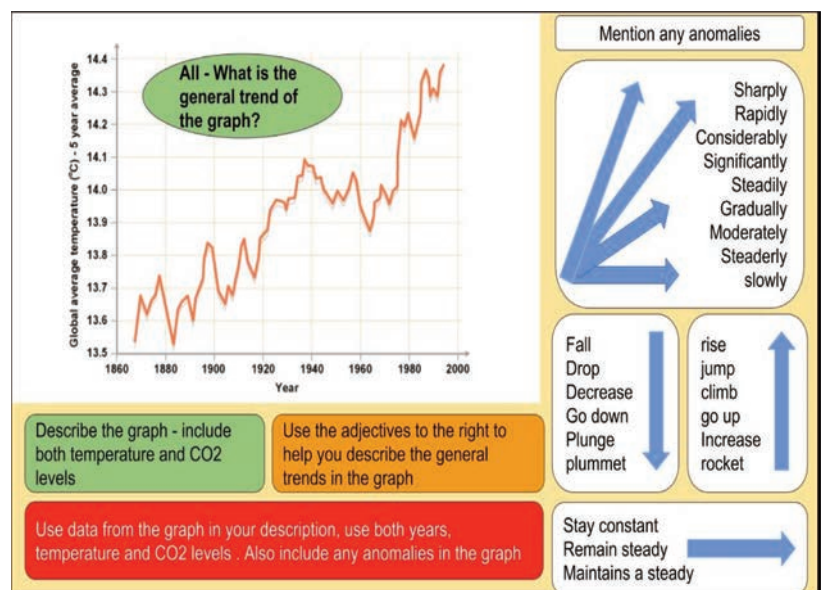
How does your point link back to the question ?

5

## Reading a graph in Geography

### PEA

|          |                  |                                                                    |
|----------|------------------|--------------------------------------------------------------------|
| <b>P</b> | <b>Pattern</b>   | E.g. "Its increasing"                                              |
| <b>E</b> | <b>Evidence</b>  | E.g. "Between 1990 and 2005 it increased ..."                      |
| <b>A</b> | <b>Anomalies</b> | Is there anything different ?<br><br>A sudden drop ? Point it out. |



6

## Reading maps in Geography – 'CLOCK'

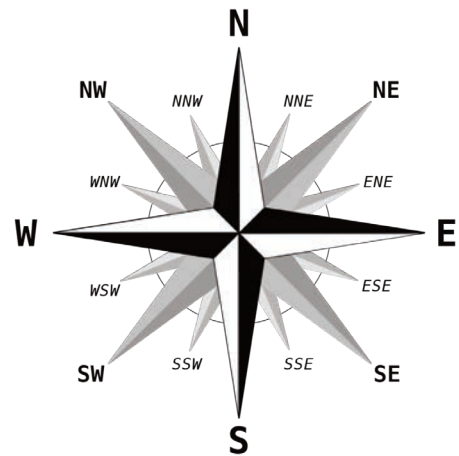
**C** = Country

**L** = Latitude / longitude

**O** = Oceans and Seas

**C** = Compass points

**K** = Kilometres ( distance and scale

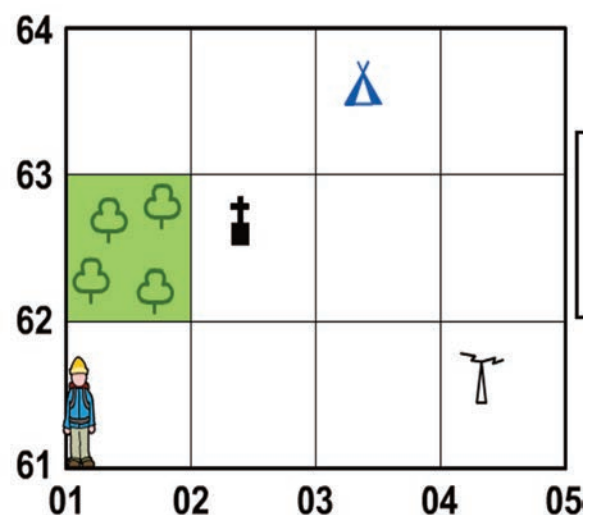


7

## Using OS maps in geography

### Follow the 3 Grid reference rules

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



8

# Decision making exercises checklist.

## Did you ...

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

9

# Asia

Asia means 'East'

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

It is made up of 49 countries.

The population of Asia is to over 4.3 billion.

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



11

## Physical features in Asia

The Himalayas are found in Asia.

Mount Everest, the highest mountain in the world, is found here. It is over 8848 m above sea level.

The Gobi desert is found in Asia.

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

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



12



## Year 8 Geography Asia

### How does India rely on the monsoon climate?

India relies on the monsoon climate for its economic development.

The Monsoon months are June to September.

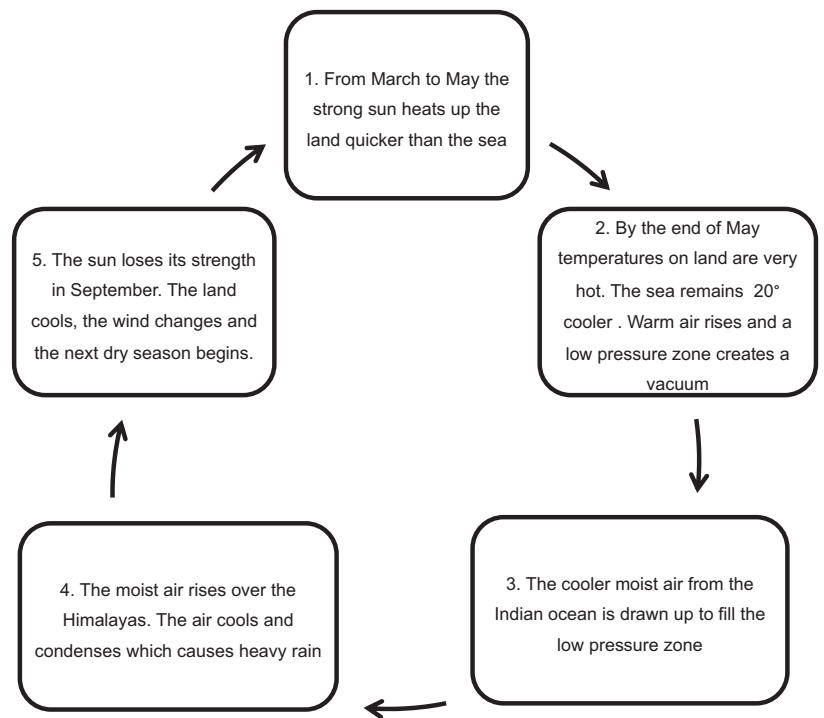
The Monsoon season brings 3/4 of India's yearly rain.

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

1.4 billion people rely directly on agriculture.

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

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



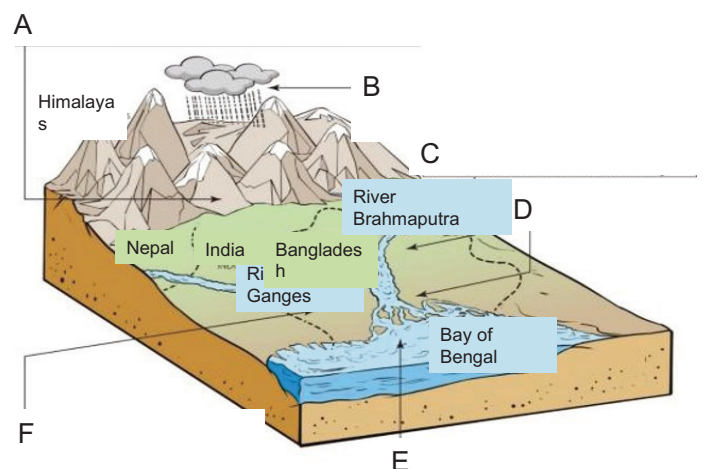
12

## Year 8 Geography Asia

### Causes of the 2017 Bangladesh floods in South Asia

#### Description of cause

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



14

## Year 8 Geography Asia

### Impact of the 2017 floods in South Asia

#### Countries affected:

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

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

**Nepal:** 1.7 million people were affected.

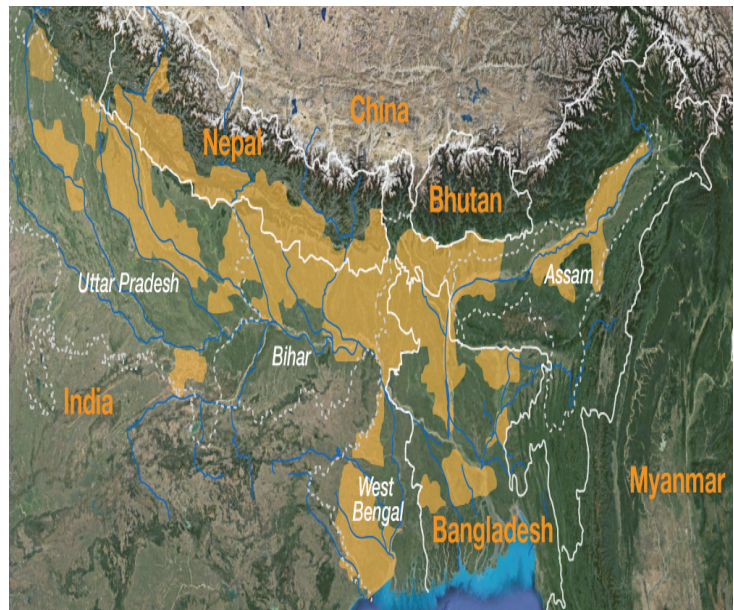
#### Social impact:

1.5 million homes were destroyed.

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

1,300 people were killed.

30-40% of people killed were children.



15

## Year 8 Geography Asia

### Population distribution and growth

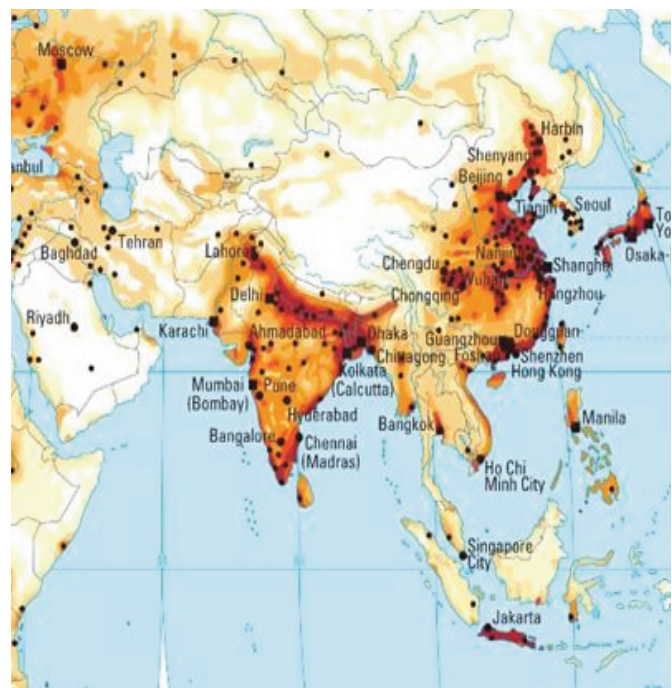
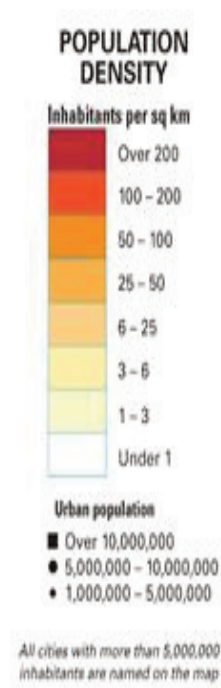
66% of the world's population lives in Asia.

4.4. billion people live in Asia.

China: 1.4 billion

India: 1.3 billion

Population distribution is unevenly spread



16

## Year 8 Geography Asia

### Population of Japan

Population: 127 million

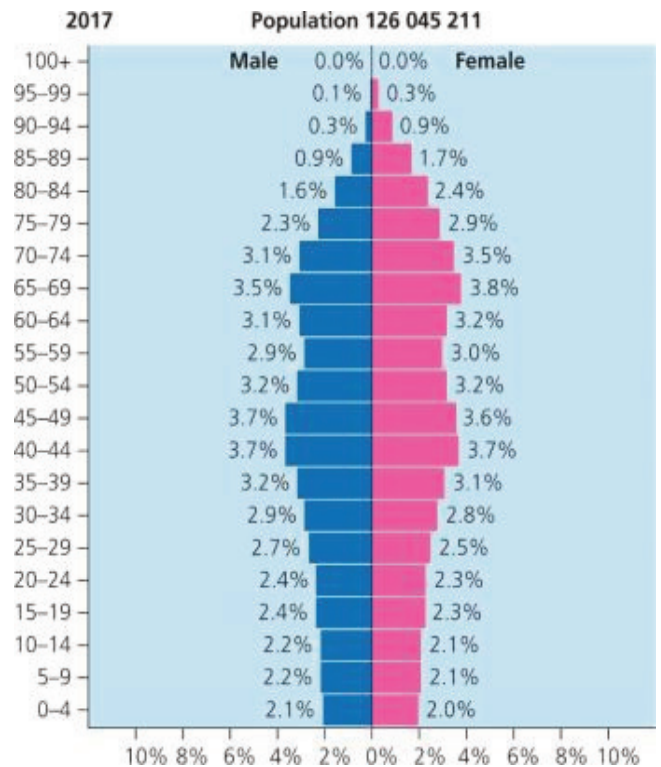
Average life expectancy: 85 years

Birth rate: 7.4 births per 1000 people

#### Future predictions:

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

Over 64-year olds (currently 25% of the population) will increase to 38%.



17

## Solving Japan's aging population issue

### Issues:

Japan has an aging and shrinking

population.

There is a shortage of workers.

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

### Solutions:

The Prime Minister is supporting a 'robot revolution'

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

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

An internship programme launched attracted cheap

labour from Asia to farms and factories.

Foreigners are now able to buy homes in Japan.

18

## Year 8 Geography Asia

### Population of Afghanistan

Population: 30 million

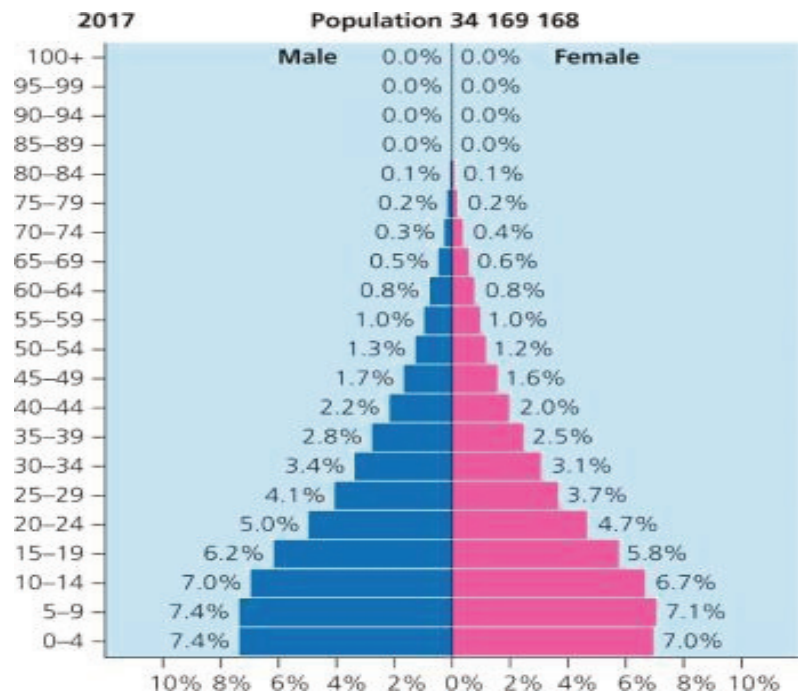
Average life expectancy: 65 years

Birth rate: 32.2 births per 1000 people

#### Future predictions:

The population will double.

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



19

## Solving Afghanistan's overpopulation issue

### Issues:

The population is set to double in the coming years.

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

Women have a significantly lower literacy rate compared to men.

### Solutions:

The Afghan government is encouraging more people to use contraception.

Educating people about the use of contraception.

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

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## Year 8 Geography Asia

### Urbanisation of Karnataka, India

Population of Karnataka: 61.1 million

Number of people below the poverty line:

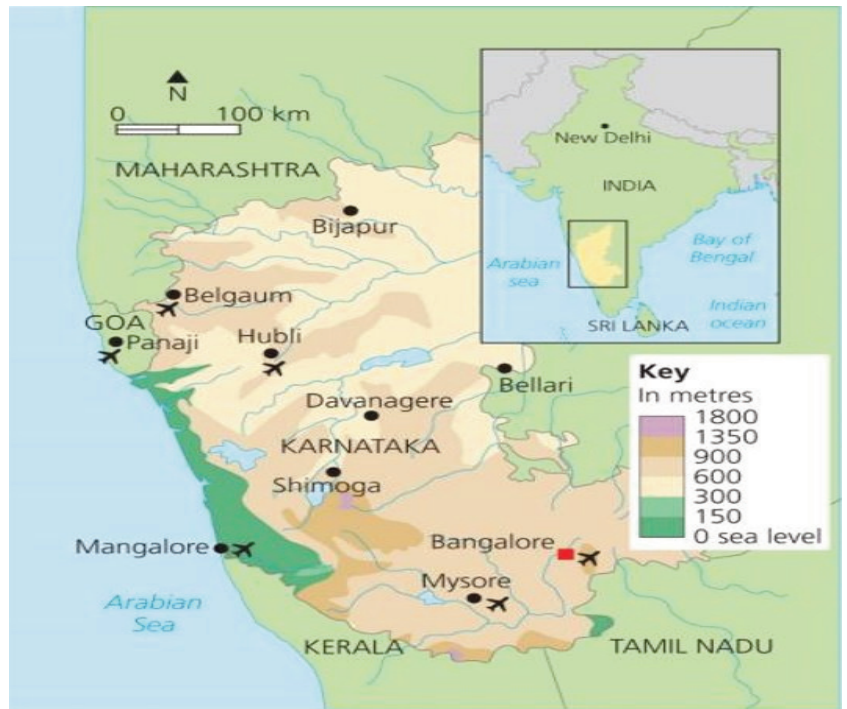
23.6%

Infant mortality rate: 35 infant deaths per thousand

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

Cities with a population of over 1 million:

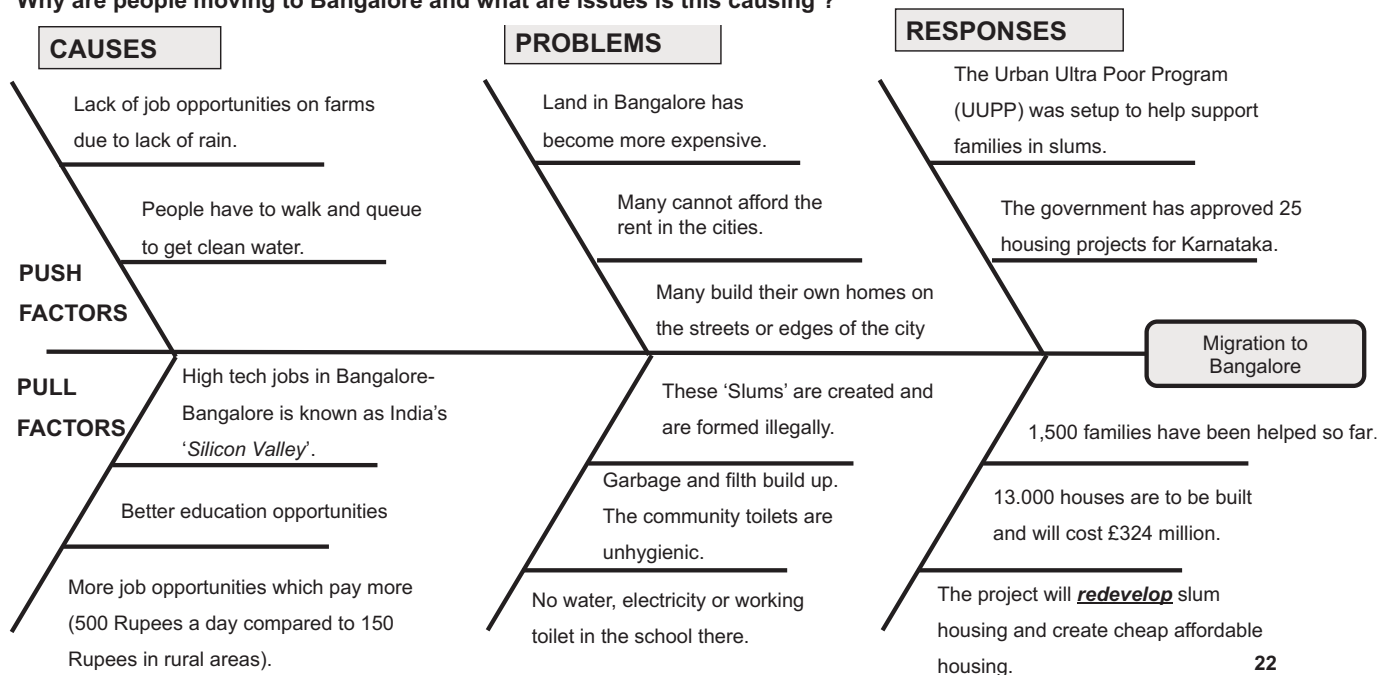
Bangalore



21

## Year 8 Geography Asia

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



22

## Year 8 Geography Asia

### Reasons behind China's economic growth

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

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

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## Year 8 Geography Asia

### China's Belt and Road Initiative

#### Key facts:

Created by the Chinese government in 2013.

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

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

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



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## Year 8 Geography Asia

### World trade

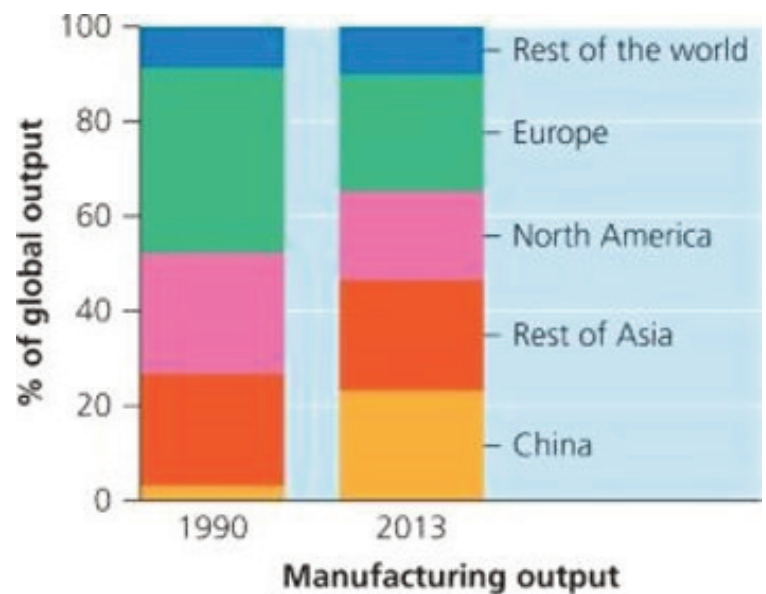
China and India now rank in the top ten countries for global wealth.

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

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

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

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



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## Year 8 Geography Asia

### China's One-Child policy

#### Why was the policy introduced?

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

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

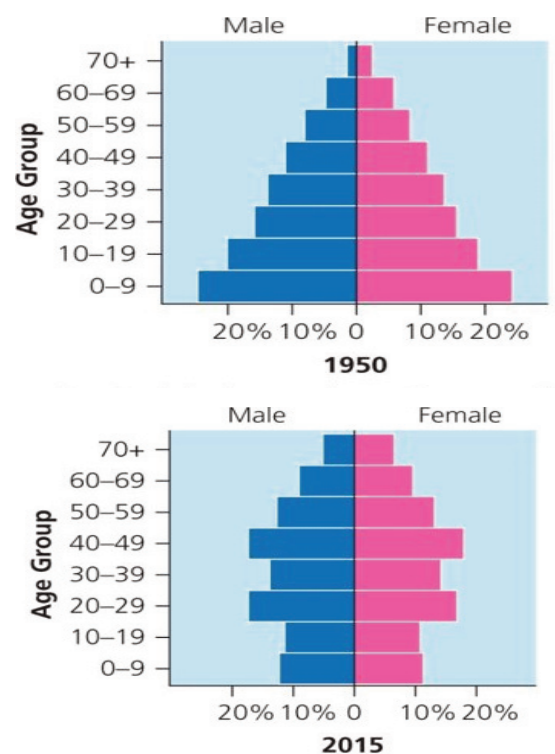
The **population** growth rate would have meant by 2020 the **population** would have doubled.

#### The policy:

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

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

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



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## Year 8 Geography Asia

### China's One-Child policy

#### Problems of the policy:

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

There were millions of forced sterilisations.

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

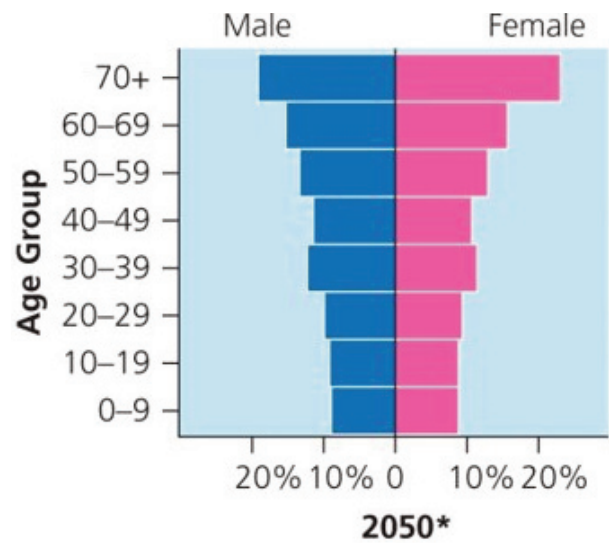
Women wanted their 'One Child' to be a boy.

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

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

China now suffers from a rapidly ageing population.

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



27

# Global Powers Knowledge Organiser

## Topic Overview

This topic explores how countries such as Russia and the United Arab Emirates (UAE) have become influential global powers.

### You will study:

- ☐ Russia's geography and population
- ☐ The Middle East and Dubai
- ☐ Life in extreme environments
- ☐ Tourism and sustainability
- ☐ Masdar City
- ☐ The Arctic
- ☐ Earthquakes in Türkiye and Syria
- ☐ The Russia-Ukraine War



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# Key Vocabulary



| Keyword            | Definition                                                                       |
|--------------------|----------------------------------------------------------------------------------|
| Biome              | A large area with a particular climate, plants and animals                       |
| Taiga              | Cold coniferous forest biome found in Russia                                     |
| Tundra             | Extremely cold biome with frozen ground (permafrost)                             |
| Permafrost         | Ground that stays frozen all year                                                |
| Diversification    | Expanding into different industries to reduce dependence on one source of income |
| Sustainable        | Meeting current needs without damaging future generations                        |
| Carbon-neutral     | Producing no overall carbon emissions                                            |
| Desalination       | Removing salt from seawater to make drinking water                               |
| Migration          | Movement of people from one place to another                                     |
| Population pyramid | A graph showing the age and sex structure of a population                        |
| Refugee            | A person forced to leave their country because of danger or war                  |
| Conservative       | Where two tectonic plates slide past each other                                  |
| Magnitude          | The strength of an earthquake                                                    |
| NATO               | North Atlantic Treaty Organisation                                               |
| Sanctions          | Economic punishments placed on a country                                         |
| Renewable energy   | Energy from sources that will not run out, e.g. solar and wind                   |
| Globalisation      | Increasing connections between countries                                         |

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## 1. Russia – Geography: A Blessing or a Curse?

### Key Facts

- Russia is the largest country in the world.
- Russia spans 11 time zones.
- Russia is located in both Europe and Asia.
- The Ural Mountains divide Europe and Asia.
- Major biomes include tundra, taiga, steppe, mountain and desert.
- Lake Baikal is the deepest lake in the world.

### Important Places

- ☐ Moscow – Capital city
- ☐ St Petersburg – Major city in western Russia
- ☐ Ural Mountains – Boundary between Europe and Asia
- ☐ Siberia – Large cold region in eastern Russia
- ☐ Arctic Ocean – Northern coastline

### Russia's Geography – Advantages

#### Advantages

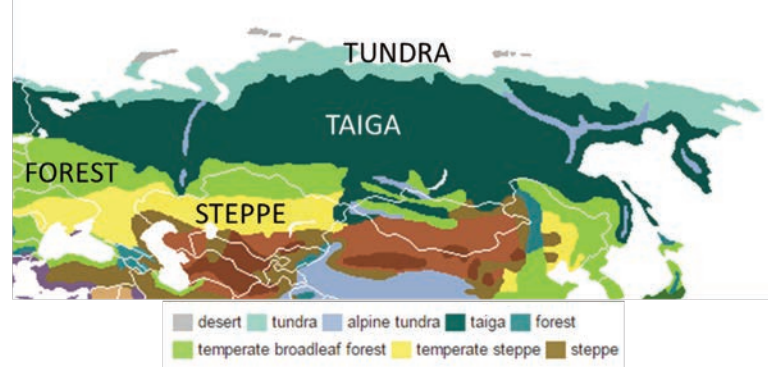
Huge supplies of oil, gas, coal and minerals  
 Large forests provide timber  
 Vast land for farming and industry  
 Trade links with both Europe and Asia  
 Many rivers and lakes provide freshwater

### Russia's Geography – Disadvantages

#### Disadvantages

Harsh winters make life difficult  
 Permafrost damages roads and buildings  
 Long distances make travel expensive  
 Remote areas lack services  
 Cold climate limits farming

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# 1. Russia – Geography: A Blessing or a Curse?

## Recall Questions

- 1) Why is Russia's geography both a blessing and a curse?
- 2) What separates Europe and Asia?
- 3) Why is Siberia difficult to live in?

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## 2. The Middle East

### Key Facts

- The Middle East lies between Europe, Asia and Africa.
- Saudi Arabia is the largest country in the region.
- Much of the region has a hot desert climate.
- Oil and gas are important resources.
- Water is scarce in many countries.

### Desert Biome Characteristics

| Feature    | Description                      |
|------------|----------------------------------|
| Climate    | Hot and dry                      |
| Rainfall   | Very low                         |
| Vegetation | Sparse plants adapted to drought |
| Animals    | Camels, scorpions and reptiles   |
| Challenges | Water shortages and extreme heat |



Credited with mapsofworld.net

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## 2. The Middle East

### Important Places

| Place                | Why it is Important                                             |
|----------------------|-----------------------------------------------------------------|
| Saudi Arabia         | Largest country in the Middle East and major oil producer       |
| Dubai                | Global city famous for tourism, business and skyscrapers        |
| Abu Dhabi            | Capital of the UAE and location of Masdar City                  |
| Jerusalem            | Important religious city for Christianity, Islam and Judaism    |
| Mecca                | Holiest city in Islam and destination of the Hajj pilgrimage    |
| Persian Gulf         | Important oil shipping route                                    |
| Red Sea              | Major global trade route linking Europe and Asia                |
| Suez Canal           | Key shipping canal connecting the Mediterranean Sea and Red Sea |
| Rub' al Khali        | One of the largest deserts in the world                         |
| United Arab Emirates | Wealthy country known for oil, tourism and rapid development    |
| Türkiye              | Important country linking Europe and Asia                       |
| Iran                 | Large regional power with major oil and gas reserves            |
| Iraq                 | Important oil-producing country in the Middle East              |



### Recall Questions

1. Why is water scarce in the Middle East?
2. What biome dominates the region?
3. Which resource has made many Middle Eastern countries wealthy?

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## 3. Russia's Population Problems

### Key Facts

- Russia has an ageing population.
- Birth rates are falling.
- Many young people emigrate for better jobs.
- The population could shrink significantly by 2046.

### Effects of Population Decline

Labour shortages  
Fewer taxpayers  
Pressure on healthcare  
School closures  
Slower economic growth



### Causes of Population Decline

- ☐ Low birth rates
- ☐ High death rates
- ☐ Alcohol-related illness
- ☐ Young people emigrating

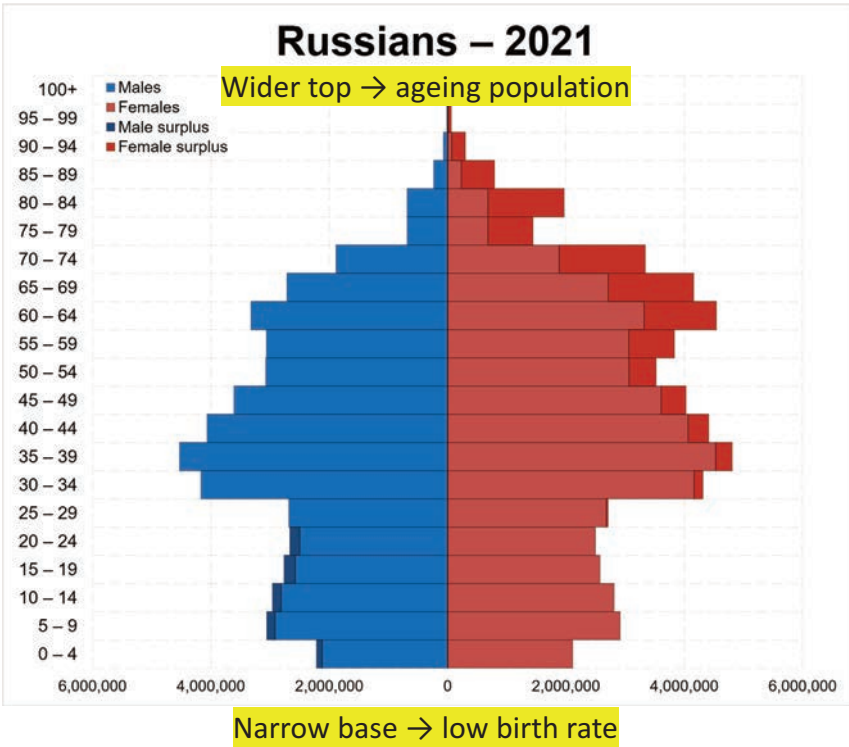
### Solutions

Financial incentives for families  
Better healthcare  
Encouraging immigration  
Campaigns to reduce alcohol consumption

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### 3. Russia's Population Problems



#### Recall Questions

1. Why is Russia’s population shrinking?
2. What problems does ageing cause?
3. How is Russia trying to solve population decline?

35

### 4. Life in Extreme Environments

Dubai, UAE

☀️ 50°C



#### Key Facts

- Dubai is located on the Persian Gulf.
- It has a hot desert climate.
- Summer temperatures reach 40–50°C.
- Less than 100mm of rainfall per year.
- Most food is imported.
- Air conditioning is essential.

#### Adaptations:

- Air conditioning
- Desalination
- Indoor malls

Yakutsk, Russia

❄️ –40°C



#### Key Facts

- Yakutsk is in eastern Siberia.
- One of the coldest inhabited places on Earth.
- Winter temperatures often fall below –40°C.
- Built on permafrost.
- Houses are built on stilts.

#### Adaptations:

- Heating
- Stilts
- Fur clothing

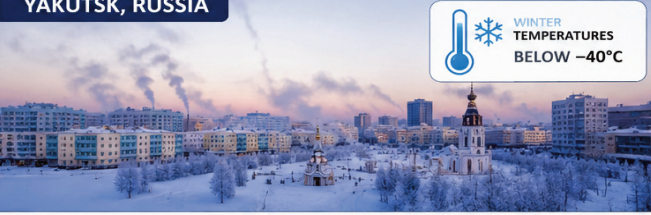
36



# YAKUTSK vs DUBAI

Two extreme environments, two different ways of life.

## YAKUTSK, RUSSIA




**WINTER TEMPERATURES**  
 BELOW  $-40^{\circ}\text{C}$

 **Location:** Eastern Siberia, Russia

 **Population:** ~350,000

 **Environment:** Taiga (boreal forest)  
Tundra, Permafrost

### KEY FEATURES

-  One of the coldest inhabited places on Earth.
-  Long, dark winters (up to 9 months).
-  Buildings built on stilts to stop heat from melting the permafrost.
-  People wear thick fur clothing.
-  Cars kept running or in heated garages to stop engines freezing.
-  Strong heating systems are essential.

### EXAMPLES



House on stilts



Fur clothing



Permafrost landscape

## DUBAI, UAE




**SUMMER TEMPERATURES**  
 40–50°C

 **Location:** On the Persian Gulf, United Arab Emirates

 **Population:** ~3 million

 **Environment:** Hot desert  
very dry

### KEY FEATURES

-  Extremely hot desert climate. Less than 100 mm of rain per year.
-  Water is scarce – desalination plants provide drinking water.
-  Air conditioning is used in homes, offices and malls.
-  Many modern skyscrapers and large shopping malls.
-  Most food and many workers are imported.
-  Tourism is a major part of the economy.

### EXAMPLES



Modern skyscrapers (e.g. Burj Khalifa)



Indoor shopping malls



Desalination plant

### KEY DIFFERENCE

Yakutsk is one of the coldest places people live, while Dubai is one of the hottest and most modern cities.

| YAKUTSK                                              | AT A GLANCE     | DUBAI                                             |
|------------------------------------------------------|-----------------|---------------------------------------------------|
| Extremely cold                                       | Climate         | Extremely hot                                     |
| Low (snow in winter)                                 | Rainfall        | Very low                                          |
| Extreme cold, permafrost, isolation                  | Main challenges | Heat, water shortages, reliance on imports        |
| Stilts, heating, thick clothing, insulated buildings | Adaptations     | Air conditioning, desalination, modern technology |
| Taiga, tundra, frozen ground                         | Environment     | Desert, coastal, artificial landscapes            |
| Mining, natural resources                            | Economy         | Tourism, trade, services, real estate             |

### BOTH PLACES SHOW

How people adapt to extreme environments in very different ways.

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## 4. Life in Extreme Environments



## Comparing Life in Dubai and Yakutsk



### Recall Questions

1. Why are houses built on stilts in Yakutsk?
2. Why does Dubai need desalination?
3. Compare life in Dubai and Yakutsk.

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# 5. Tourism in Dubai

## Types of Tourism

| Type              | Example                        |
|-------------------|--------------------------------|
| Luxury tourism    | Burj Khalifa and luxury hotels |
| Adventure tourism | Desert safaris and camel rides |
| Shopping tourism  | Dubai Mall                     |
| Business tourism  | International conferences      |

## Benefits of Tourism

- Creates jobs
- Brings money into the economy
- Reduces reliance on oil
- Improves transport and infrastructure
- Increases global importance



## Problems Caused by Tourism

- High water and energy use
- Air pollution and traffic
- Waste and CO<sub>2</sub> emissions
- Rising cost of living
- Poor conditions for some migrant workers
- Pressure on natural resources

# 5. Tourism in Dubai

- ❑ Dubai is one of the world’s most popular tourist destinations.
- ❑ Tourism is important because it helps Dubai **diversify** away from oil.
- ❑ Millions of tourists visit Dubai every year.
- ❑ Dubai is famous for luxury tourism, shopping, business tourism and desert adventures.
- ❑ The **Burj Khalifa** is the tallest building in the world.
- ❑ Dubai Mall is one of the world’s **largest shopping centres**.
- ❑ Tourism creates **thousands of jobs** in hotels, transport, restaurants and construction.
- ❑ Dubai has major **international airports** linking Europe, Asia and Africa.



## Recall Questions

- 1) Why is tourism important to Dubai?
- 2) What are the negatives of tourism?
- 3) How has Dubai diversified its economy?



# 6. Masdar City – A Sustainable City?

## Key Facts

- ❑ Located near Abu Dhabi in the UAE.
- ❑ Construction began in 2006.
- ❑ Designed to be carbon-neutral.
- ❑ Uses renewable energy, especially solar power.
- ❑ Encourages walking and cycling.

## Sustainable Features

| Feature                  | Benefit              |
|--------------------------|----------------------|
| Solar panels             | Produce clean energy |
| Driverless electric pods | Reduce pollution     |
| Narrow shaded streets    | Keep the city cool   |
| Smart energy systems     | Reduce waste         |
| Wind tower               | Natural cooling      |

## Recall Questions

- 1) Why is Masdar City sustainable?
- 2) Why has Masdar faced problems?
- 3) What is carbon-neutral?

## Problems with Masdar City

- Expensive to build
- Solar panels damaged by sandstorms
- Still connected to the national grid
- Fewer residents than planned
- Slow construction progress

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## MASDAR CITY – A SUSTAINABLE CITY

Masdar City is a planned eco-city located near Abu Dhabi in the UAE. It is designed to be one of the most sustainable cities in the world.

**1 SOLAR PANELS**  
Solar panels on roofs generate clean, renewable electricity for the city.

**2 WIND TOWERS**  
Traditional wind towers cool the air naturally by catching the breeze and pushing it down into the streets.

**3 SHADED STREETS**  
Narrow streets and high buildings provide shade, keeping the city cooler and reducing the need for air conditioning.

**4 DRIVERLESS ELECTRIC PODS**  
Small, driverless pods transport people around the city. They are electric, clean and help reduce traffic and pollution.

**5 SMART ENERGY SYSTEMS**  
The city uses smart meters and sensors to monitor and reduce energy and water use. This helps to save resources and reduce waste.

**6 SUSTAINABLE BUILDINGS**  
Buildings are designed to be energy efficient using natural light, insulation and eco-friendly materials.

**7 GREEN SPACES**  
Parks, trees and green roofs help cool the city, improve air quality and create pleasant places for people.

**8 WATER CONSERVATION**  
Low-flow taps, water recycling and efficient irrigation systems help save water in this desert environment.

**OTHER KEY FEATURES**

- Walking and cycling are encouraged.
- Waste is recycled and minimised.
- Focus on renewable energy.
- Designed to be carbon-neutral (no net carbon emissions).

**WHY MASDAR CITY IS IMPORTANT**

- It shows how cities can grow without harming the environment.
- It reduces reliance on fossil fuels.
- It encourages the use of clean technology and sustainable living.
- It can be a model for future cities around the world.

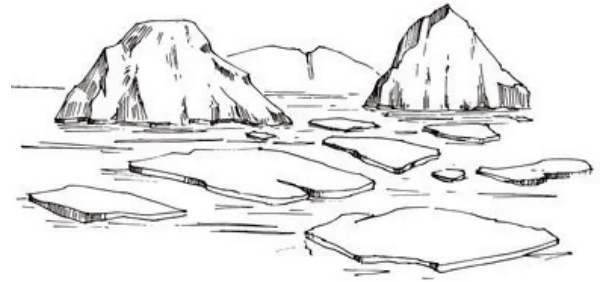
**DID YOU KNOW?**  
Masdar City was built to host the International Renewable Energy Agency (IRENA).

42

# 7. Who Owns the Arctic?

## Key Facts

- ☐ The Arctic is an ocean, not a continent.
- ☐ The Arctic Circle passes through 8 countries.
- ☐ The region contains oil, gas and minerals.
- ☐ Climate change is melting Arctic ice.
- ☐ Russia, Canada, USA, Denmark and Norway claim parts of the Arctic.



## Why Russia Wants the Arctic

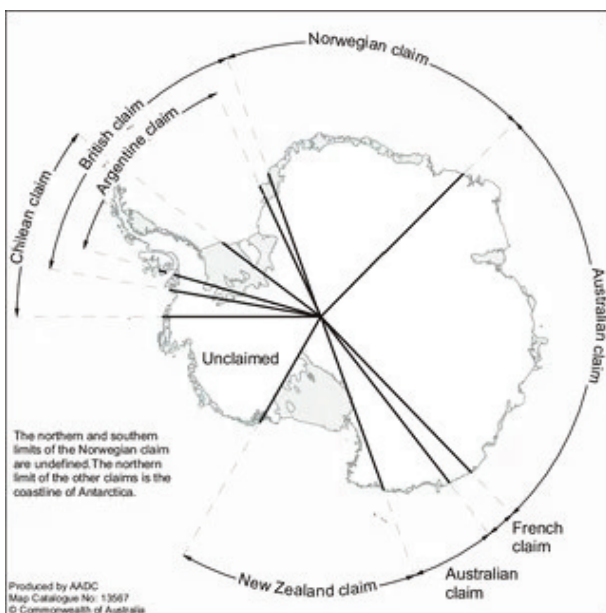
| Reason            | Explanation                                    |
|-------------------|------------------------------------------------|
| Oil and gas       | Valuable energy resources                      |
| Shipping routes   | Faster trade routes opening due to melting ice |
| Military power    | Increased control and influence                |
| Economic benefits | Trade and energy profits                       |

## Problems in the Arctic

- Environmental damage
- Threats to wildlife
- Political conflict
- Dangerous weather conditions
- Tension between countries

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# 7. Who Owns the Arctic?



## Recall Questions

- 1) Why does Russia want the Arctic?
- 2) What is the Northern Sea Route?
- 3) What problems could Arctic drilling cause?



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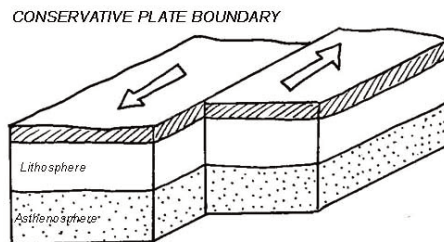
## 8. Türkiye–Syria Earthquake 2023

### Key Facts

| Fact        | Information          |
|-------------|----------------------|
| Date        | 2023                 |
| Magnitude   | 7.8                  |
| Deaths      | Over 55,000          |
| Homeless    | Around 1.5–2 million |
| Damage cost | Around \$100 billion |

### Cause of the Earthquake

The earthquake happened at a conservative plate boundary where the Arabian Plate and Anatolian Plate slide past each other.



### Impacts

#### Social Impacts

- Thousands killed and injured
- Families separated
- Millions homeless
- Schools and hospitals destroyed

#### Economic Impacts

- Businesses destroyed
- Roads and airports damaged
- Huge rebuilding costs
- Tourism declined

#### Environmental Impacts

- Landslides
- Pollution from rubble
- Damaged farmland

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## 8. Türkiye–Syria Earthquake 2023

### Responses

#### Short-Term Responses

- ☐ Rescue teams searched for survivors
- ☐ Emergency aid delivered
- ☐ Temporary shelters built
- ☐ Field hospitals created

#### Long-Term Responses

- ☐ Rebuilding homes and infrastructure
- ☐ Stronger building laws
- ☐ Economic recovery programmes
- ☐ Mental health support



#### Recall Questions

- 1) What caused the earthquake?
- 2) What were the social impacts?
- 3) What is a short-term response?

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## 8. Türkiye–Syria Earthquake 2023



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## 9. Russia–Ukraine War

### Key Facts

- ☐ Russia invaded Ukraine on 24 February 2022.
- ☐ Ukraine became independent in 1991.
- ☐ NATO has supported Ukraine.
- ☐ Millions of refugees have fled Ukraine.

### What is NATO?

**NATO = North Atlantic Treaty Organisation**

Formed in 1949.

Protects member countries.

Article 5 states that **an attack on one member is an attack on all.**



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## 9. Russia–Ukraine War



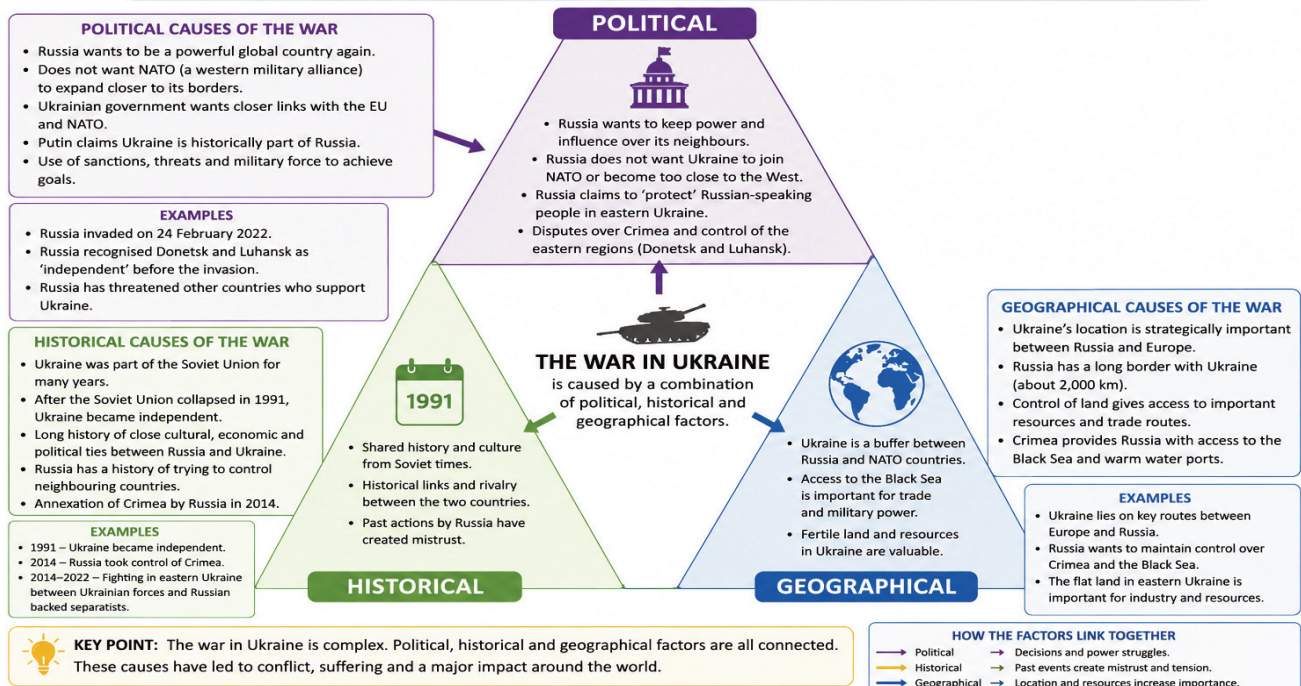
### Recall Questions

- 1) Why did Russia invade Ukraine?
- 2) What does NATO do?
- 3) What have been global effects of the war?

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## CAUSES TRIANGLE: THE WAR IN UKRAINE

The war in Ukraine did not have one single cause. It is the result of political, historical and geographical factors that have built up over many years.



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# 9. Russia–Ukraine War



## Causes of the Conflict

| Political                           | Historical                                 | Geographical                   |
|-------------------------------------|--------------------------------------------|--------------------------------|
| Ukraine wanting to join NATO        | Soviet Union history                       | Ukraine acts as a buffer state |
| Russia opposing NATO expansion      | Historical ties between Russia and Ukraine | Black Sea access               |
| Western influence in Eastern Europe | Crimea annexed in 2014                     | Donbas coal and industry       |

## Effects of the Conflict

| Effects on Ukraine            | Effects on Russia       | Global Effects              |
|-------------------------------|-------------------------|-----------------------------|
| Deaths and destruction        | Economic sanctions      | Rising fuel prices          |
| Refugee crisis                | Reduced trade           | Food shortages              |
| Schools and hospitals damaged | International criticism | Refugee movements           |
| Economic problems             |                         | Increased military spending |

# Important Case Studies



| Case Study  | Key Idea                                     |
|-------------|----------------------------------------------|
| Russia      | Geography can be both a blessing and a curse |
| Dubai       | Wealthy desert city with rapid growth        |
| Yakutsk     | Life in an extreme cold environment          |
| Masdar City | Sustainable urban development                |
| Arctic      | Competition for resources                    |

# Must Know Facts and Figures



| Fact                                 | Figure               |
|--------------------------------------|----------------------|
| Russia time zones                    | 11                   |
| Largest country in the world         | Russia               |
| Deepest lake in the world            | Lake Baikal          |
| Dubai summer temperatures            | 40–50°C              |
| Dubai annual rainfall                | Less than 100mm      |
| Yakutsk winter temperatures          | Below –40°C          |
| Yakutsk temperature range            | Over 60°C            |
| UAE population                       | Around 10 million    |
| UAE citizens                         | Around 1 million     |
| Russia population decline prediction | 700,000 per year     |
| Türkiye–Syria earthquake magnitude   | 7.8                  |
| Earthquake deaths                    | 55,000+              |
| People made homeless by earthquake   | 1.5–2 million        |
| Earthquake damage cost               | Around \$100 billion |
| Ukrainians displaced                 | 8 million+           |
| Ukrainians entering Poland           | 4 million+           |

| Fact                                    | Figure                      |
|-----------------------------------------|-----------------------------|
| Homes for Ukraine refugees in UK        | Around 160,000              |
| NATO member countries                   | 32                          |
| Masdar City construction started        | 2006                        |
| Planned completion date for Masdar City | 2030                        |
| Arctic countries                        | 8                           |
| Russia spans                            | Europe and Asia             |
| Main biome in Russia                    | Taiga                       |
| Main biome in the Middle East           | Desert                      |
| Arctic shipping route                   | Northern Sea Route          |
| Russia invaded Ukraine                  | 24 February 2022            |
| Ukraine independence                    | 1991                        |
| Dubai population                        | 3 million+                  |
| Coldest temperature in Yakutsk          | –64.4°C                     |
| Russia's largest biome                  | Taiga forest                |
| Earthquake type in Türkiye–Syria        | Conservative plate boundary |

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# Africa

## Year 8 Geography Africa Key Terms

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

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

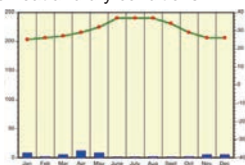
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## Year 8 Geography Africa

### The Climate and Biomes

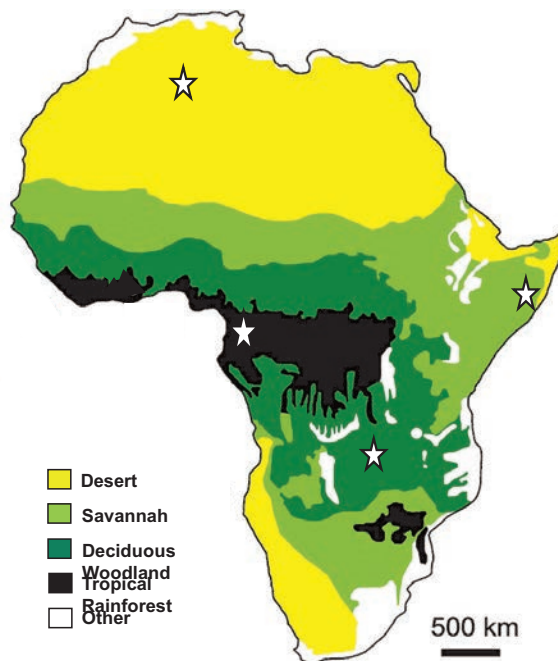
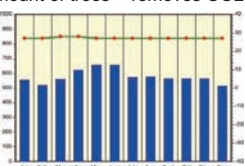
#### Algeria (Desert):

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



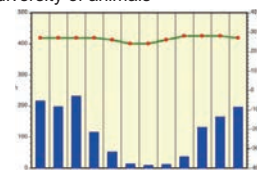
#### Cameroon (Tropical Rainforest):

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



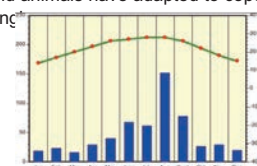
#### Somalia (Savannah):

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



#### Zambia (Deciduous Woodland):

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



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## Year 8 Geography Africa

### The Physical Landscape

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

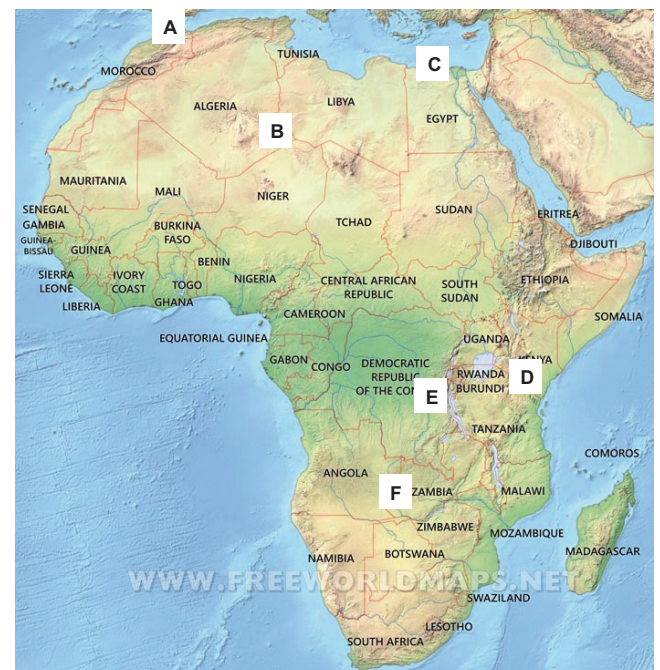


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## Year 8 Geography Africa

### The Physical Landscape

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



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## Year 8 Geography Africa

### Erosion Key Terms

#### Hydraulic action

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



#### Abrasion

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



#### Weathering

The breaking down of rocks at Earth's surface

#### Erosion

The wearing away of rocks and their transportation elsewhere

#### Attrition

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



#### Solution

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



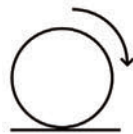
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## Year 8 Geography Africa

### Transportation Key Terms

#### Traction

Large pebbles and boulders are rolled along the riverbed.



#### Saltation

Beach material is bounced along the riverbed



#### Transportation

The movement of material/ sediment in the river channel.

#### Deposition

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

#### Suspension

River material is suspended and carried by the flowing water



#### Solution

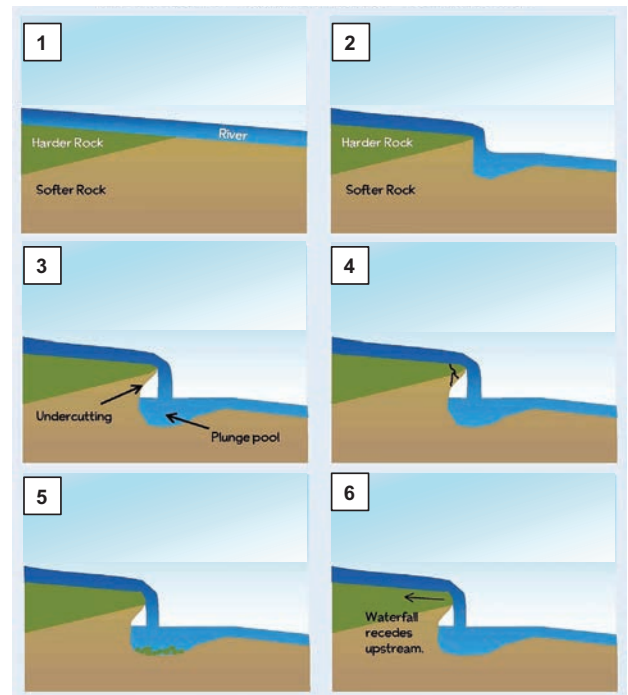
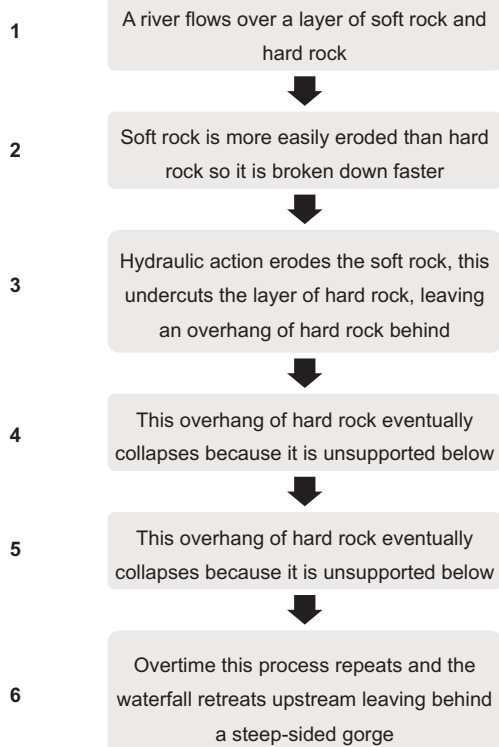
Material is dissolved and carried by the flowing river water



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## Year 8 Geography Africa

### Hydrology: Waterfall & Steep-sided Gorge Formation:



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## Year 8 Geography Africa

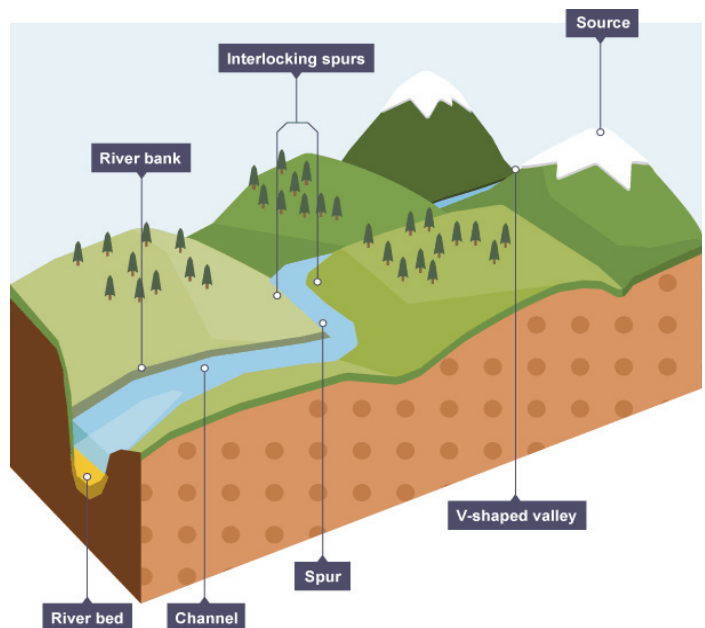
### Hydrology: Interlocking Spurs

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

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

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

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



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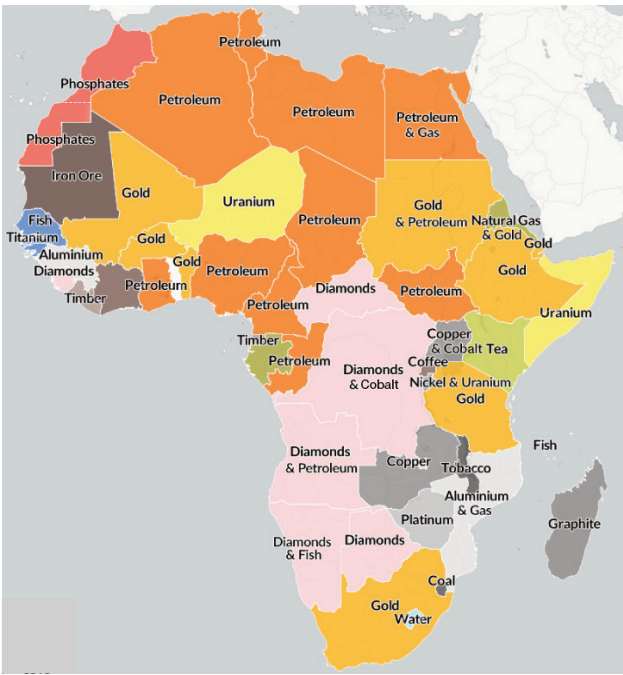
Year 8 Geography Africa

Natural Resources

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

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

- It exports 16% of the world's uranium (used to produce nuclear energy)
- Africa produces 55% of the worlds diamonds (led by Congo and Botswana)
- Produces 75% of the worlds platinum (precious metal)
- It exports 58% of the world's cobalt (found in every mobile phone)
- Has 10% of the worlds oil and gas reserves (Nigeria and Libya are two of the worlds leading oil producing countries)
- 22% of the world's total production of gold (483 tons)
- Africa is rich in rainforests, a source of valuable hardwoods



Year 8 Geography Africa

Desertification in the Sahel (1)

**Location:** The Sahel, Southern border of the Sahara Desert

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

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

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

## Year 8 Geography Africa

### Desertification in the Sahel (2)

#### Causes of Desertification

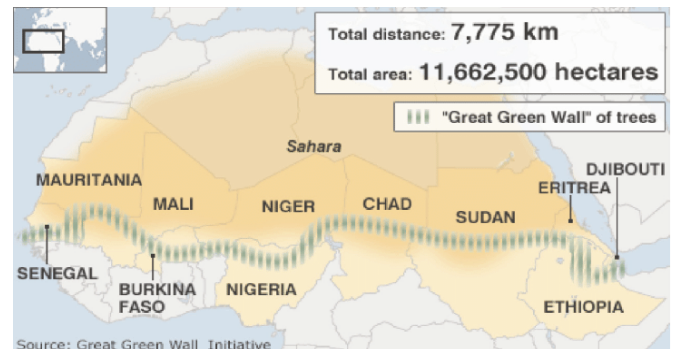
Overgrazing AND over-farming  
Deforestation  
Climate change (erratic rainfall and drought)  
Population growth (more pressure to grow more crops)

#### Effects of Desertification

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

#### Responses to Desertification

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



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## Year 8 Geography Africa

### Consequences of the Past

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

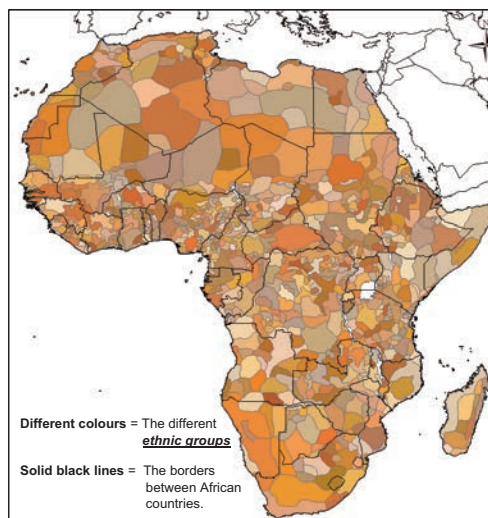
Before 1860, Africa had a rich history and culture. It was divided into thousands of small areas/kingdoms, based on different ethnic groups, language and culture (see map).

#### The Slave Trade:

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

#### The Legacy of Colonialism:

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



#### The Scramble for Africa:

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

#### The Belgian Congo:

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

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## Year 8 Geography Africa

### Development (1)

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

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## Year 8 Geography Africa

### Development (2)

**Location-** For landlocked countries without a coast, trade can be more difficult

**Climate**- Extreme climates can make growing crops difficult, which makes food supplies unreliable

**Natural Disasters-** Frequent natural disasters means a country spends more time rebuilding than developing

**Education-** A lack of education results in a shortage of people being able to carry out high paying skilled jobs

**Equality-** When women have fewer rights than men; a country is not fully utilising its entire workforce

**War-** War-torn countries services are continually disrupted, buildings and infrastructure is damaged and people are killed

**Politics-** Unstable or corrupt governments make poor political decisions that keep countries in poverty

### Human Development Index (HDI)

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

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

HDI could be improved by including an environmental indicator

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## Year 8 Geography Africa

### Population Change (1)

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

Africa's population is approx. 1.3 billion people

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

The population in Africa is not equally distributed

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

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

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## Year 8 Geography Africa

### Population Change (2)

#### Opportunities of Population Change: ✓

Improvements in public health have decreased infant and child mortality rates

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

Young population means a large workforce

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

**Africa:**  
**Population**  
Change

#### Challenges of Population Change: ✗

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

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

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

African birth rate remains high (4.7 children per woman)

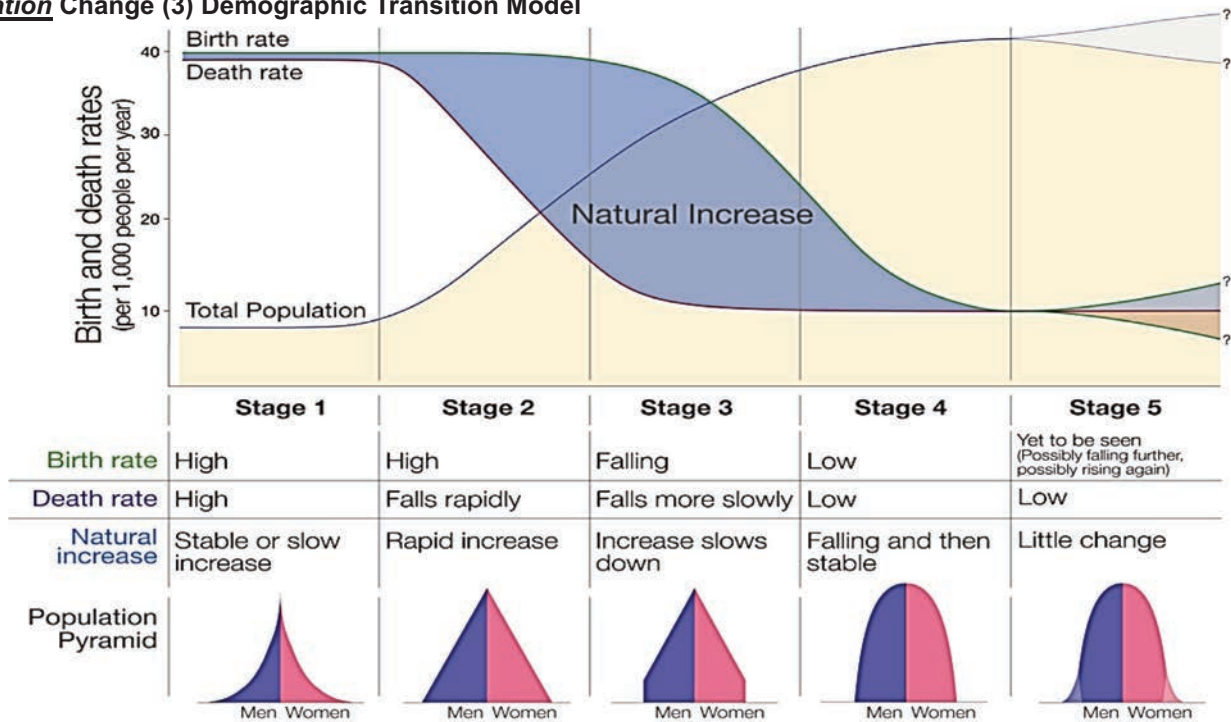
Young population is frustrated by: lack of jobs and corrupt governments

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

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## Year 8 Geography Africa

### Population Change (3) Demographic Transition Model



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## Year 8 Geography Africa

### Urbanisation

Africa has the highest rate of urbanisation in the world

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

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

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

#### Urbanisation in Ethiopia:

Ethiopia has the 2<sup>nd</sup> largest population in Africa (over 100 million)

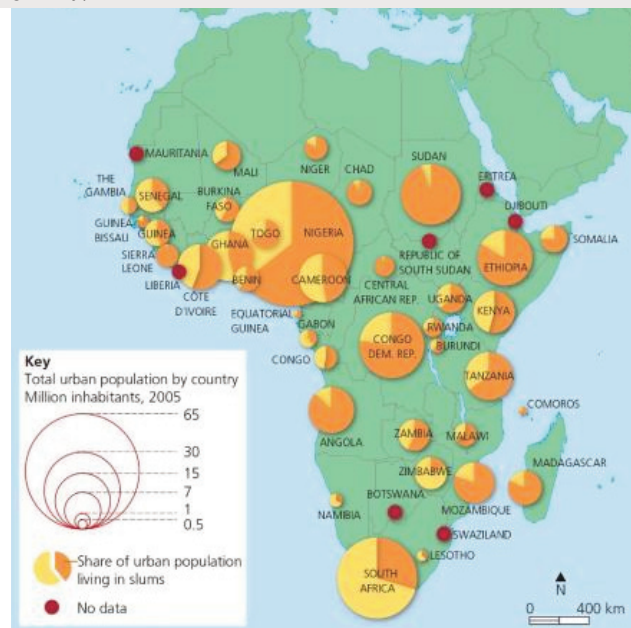
80% of Ethiopia's population is still rural (countryside) but urbanisation is accelerating fast

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

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

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

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



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## Year 8 Geography Africa

### Improving Development

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

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

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

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

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

**Improving Political Stability-** Ensure that law and order are maintained.

Introduce a government without corruption and ensure that democracy is achieved.

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

### China: Helping Africa to Develop

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

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

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

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

### Trade between China and Africa

In 2009, China became Africa's largest trade partner

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

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

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## Glossary

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

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## Glossary

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







## AFRICA – POLITICAL MAP



AFRICA – POLITICAL MAP





ASIA – POLITICAL MAP





## ASIA





EUROPE – POLITICAL MAP





Western Europe | Plate 3

EUROPE – RELIEF MAP





NORTH AMERICA – POLITICAL MAP







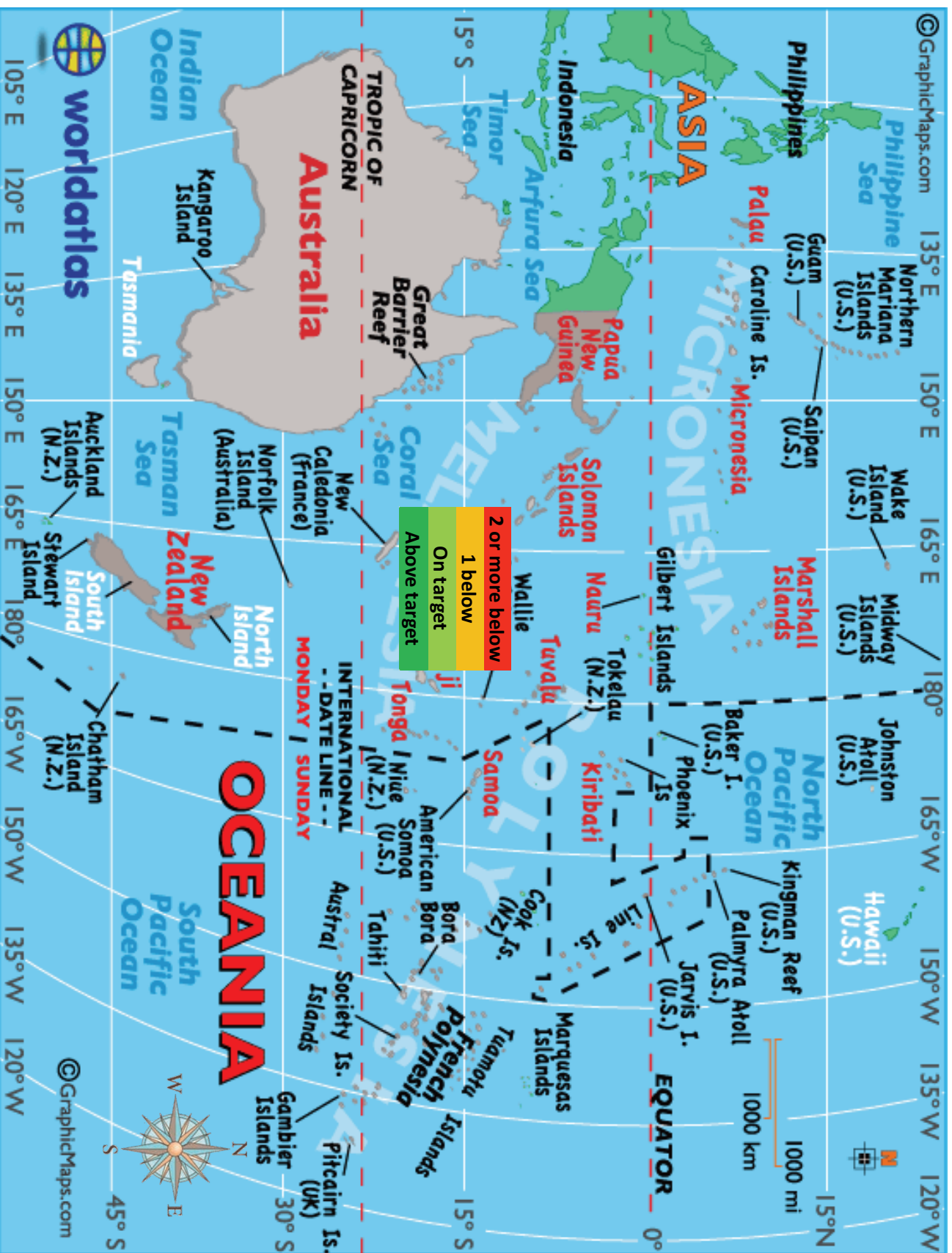


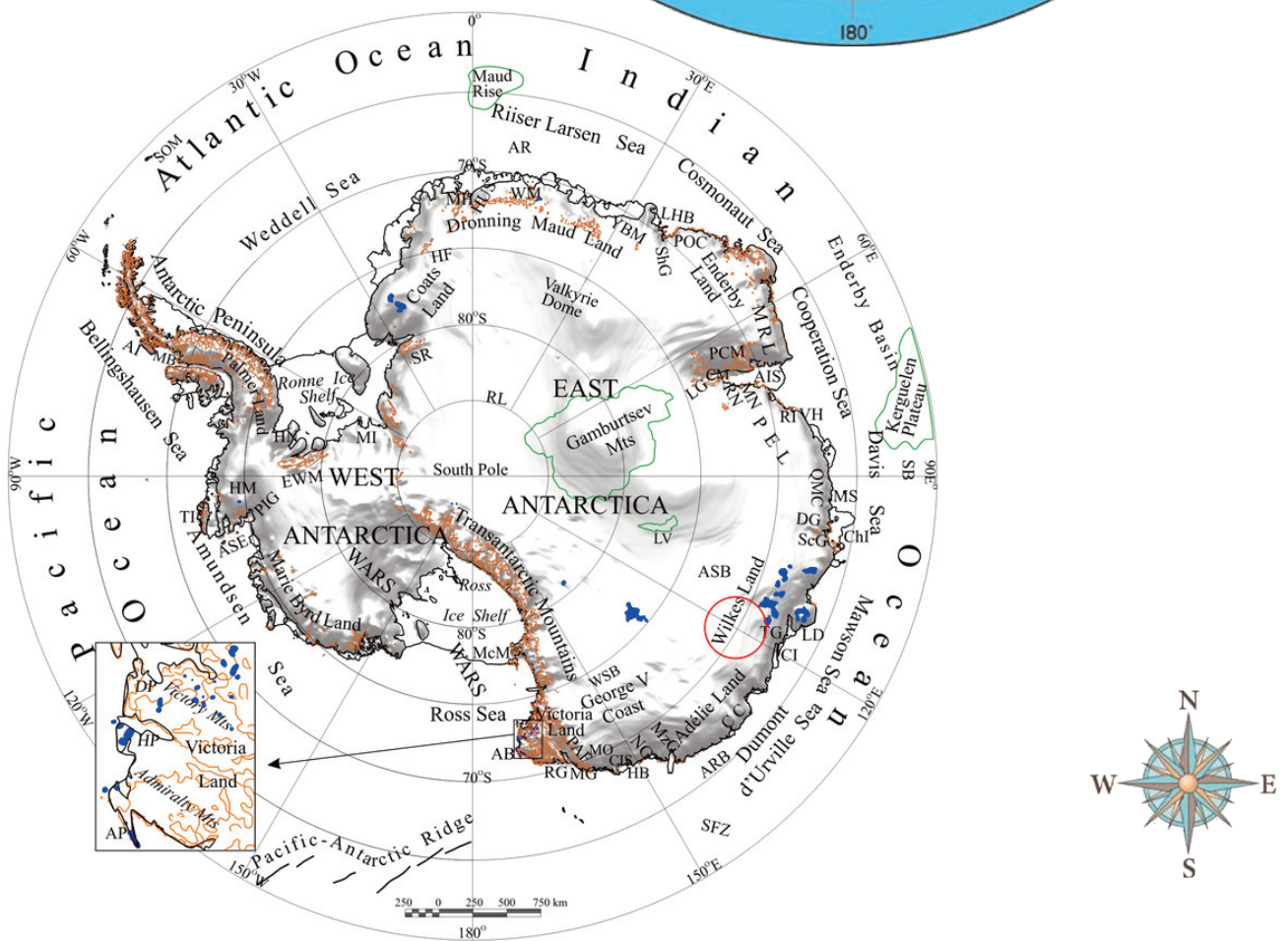
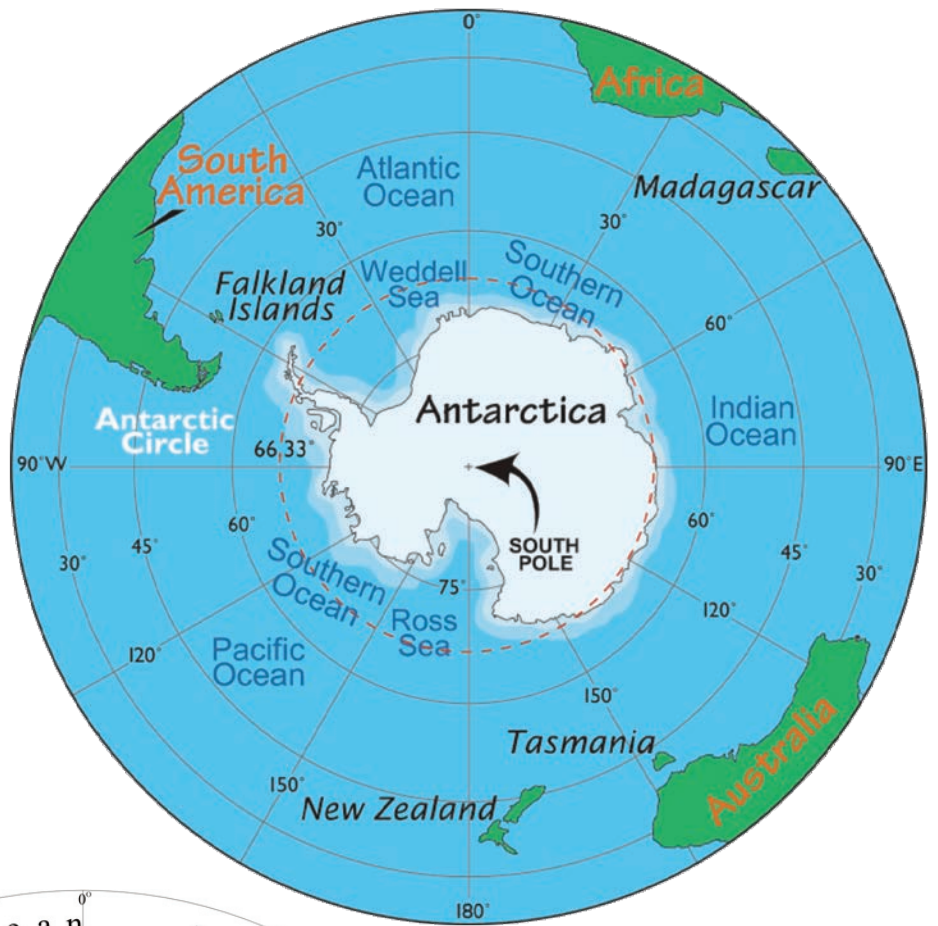
SOUTH AMERICA – RELIEF MAP



SOUTH AMERICA – RELIEF MAP







## ANTARCTICA





TRANSCONTINENTAL REGION – THE MIDDLE EAST – POLITICAL MAP



## 238 SOUTHERN ASIA AND THE MIDDLE EAST



TRANSCONTINENTAL REGION – THE MIDDLE EAST –RELIEF MAP











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## Time Periods and Factors

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

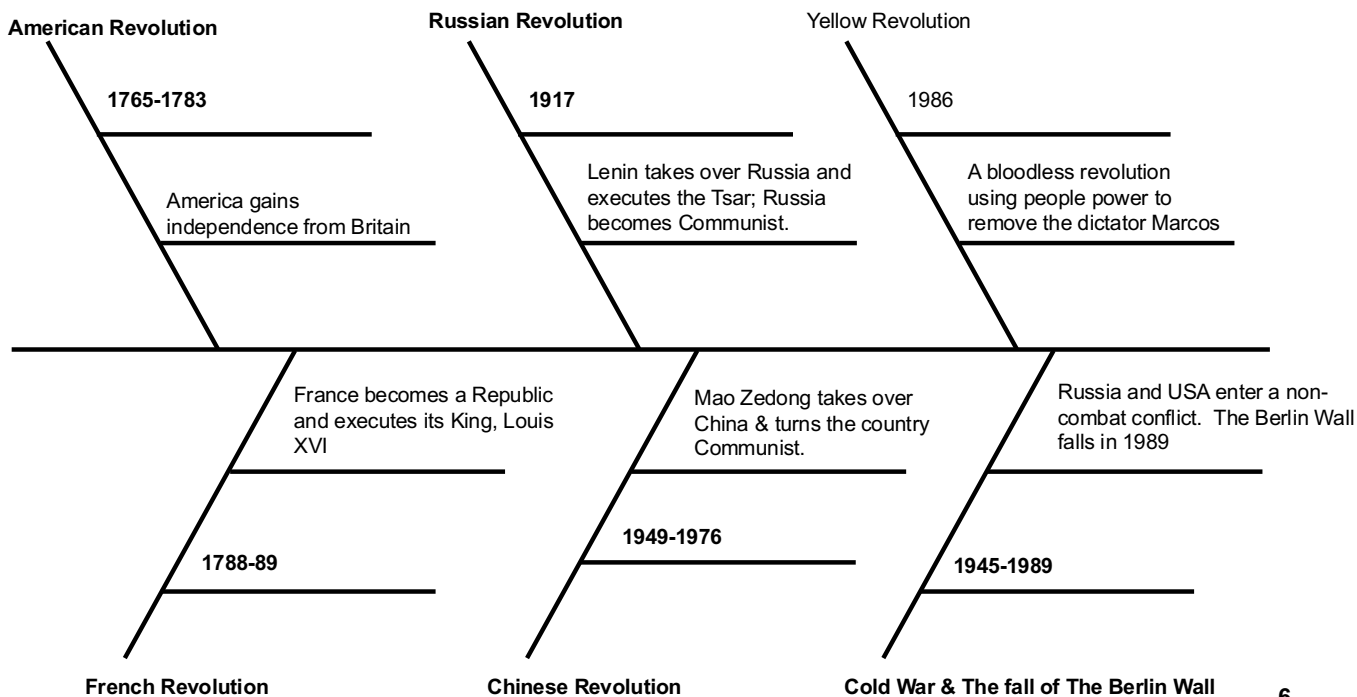
| Factor                                                                |                                                                                      |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|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

# Year 8 History

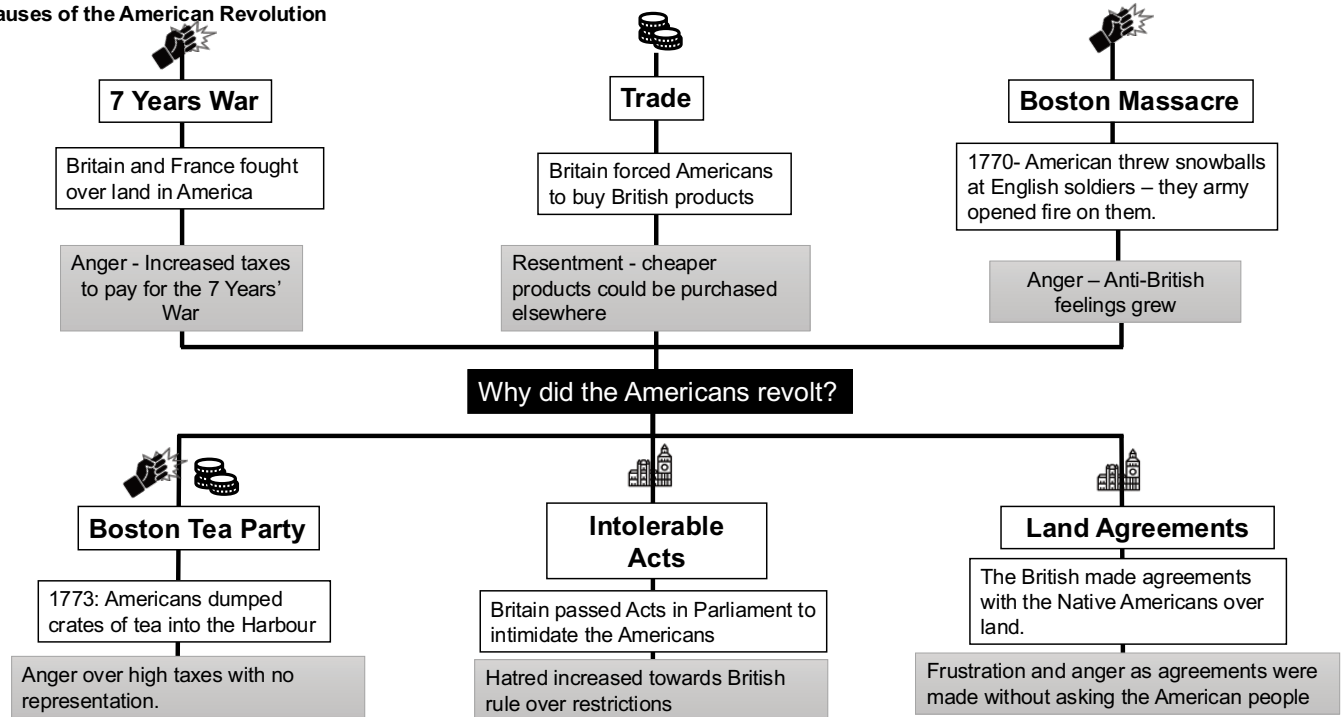
## Revolutions

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

### 1. Year 8 History: Revolutions Unit Overview

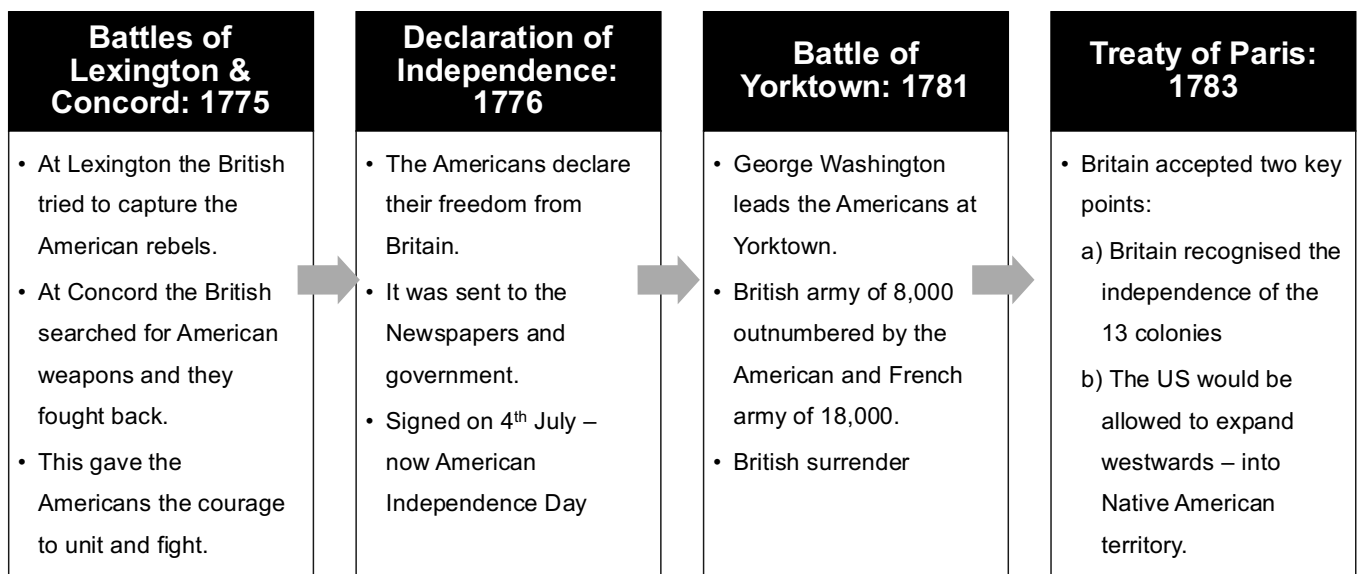


2. Year 8 History: Revolutions  
Causes of the American Revolution



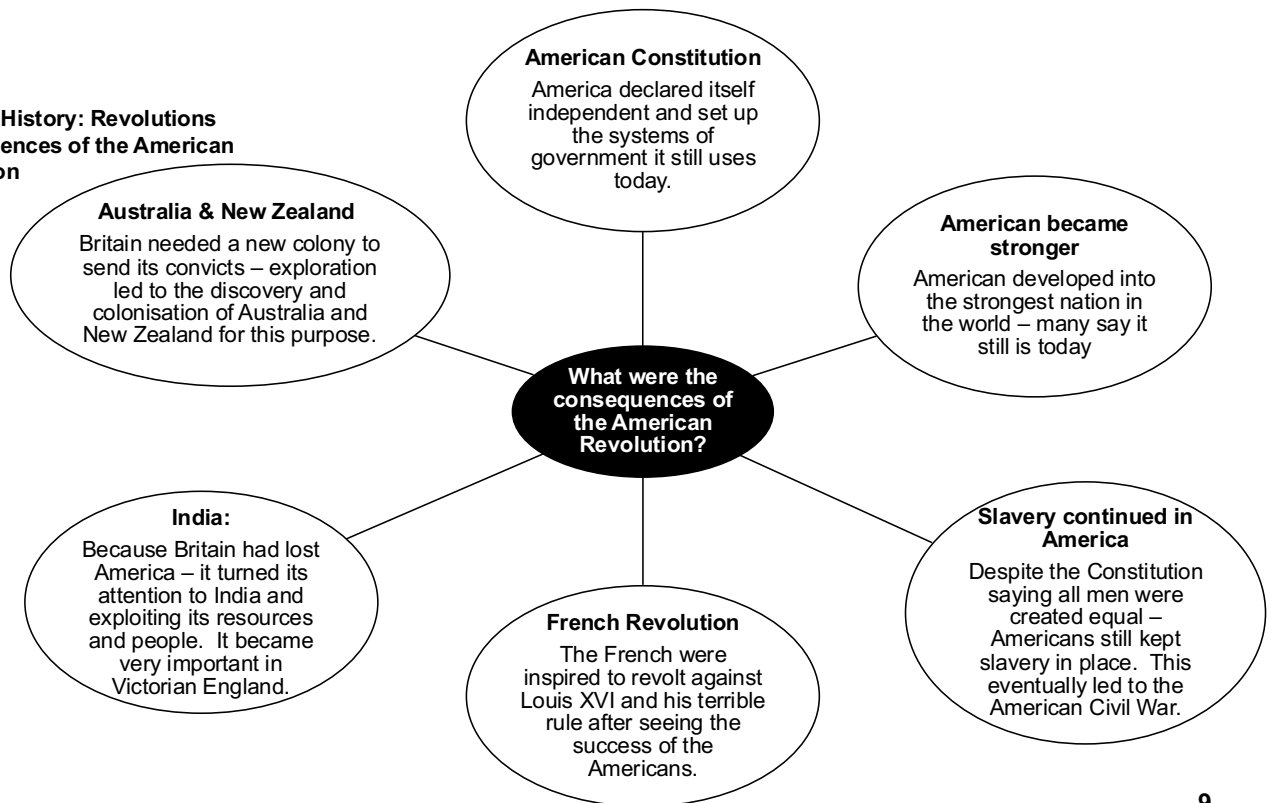
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3. Year 8 History: Revolutions  
Events of the American Revolution



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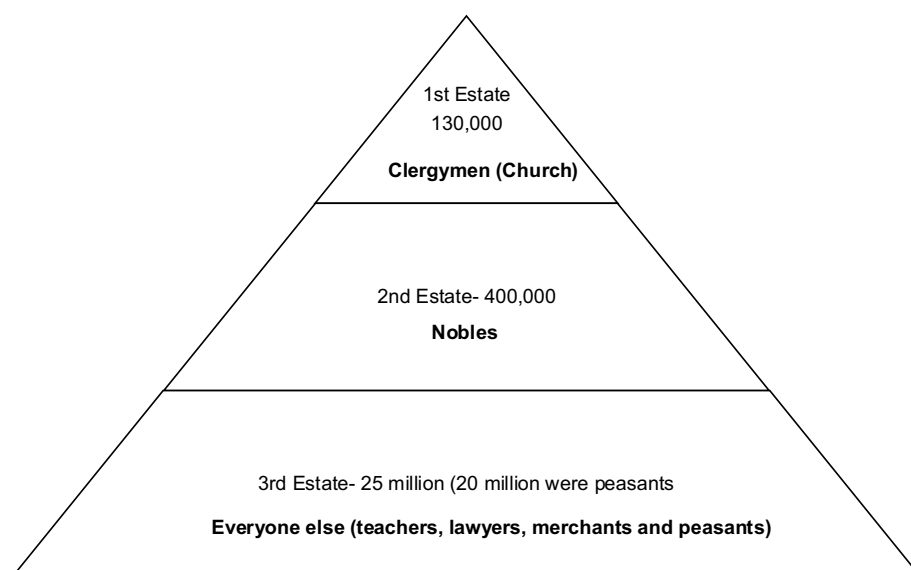
#### 4. Year 8 History: Revolutions Consequences of the American Revolution



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#### 5. Year 8 History: Revolutions

##### The Estates System- How French society was structured

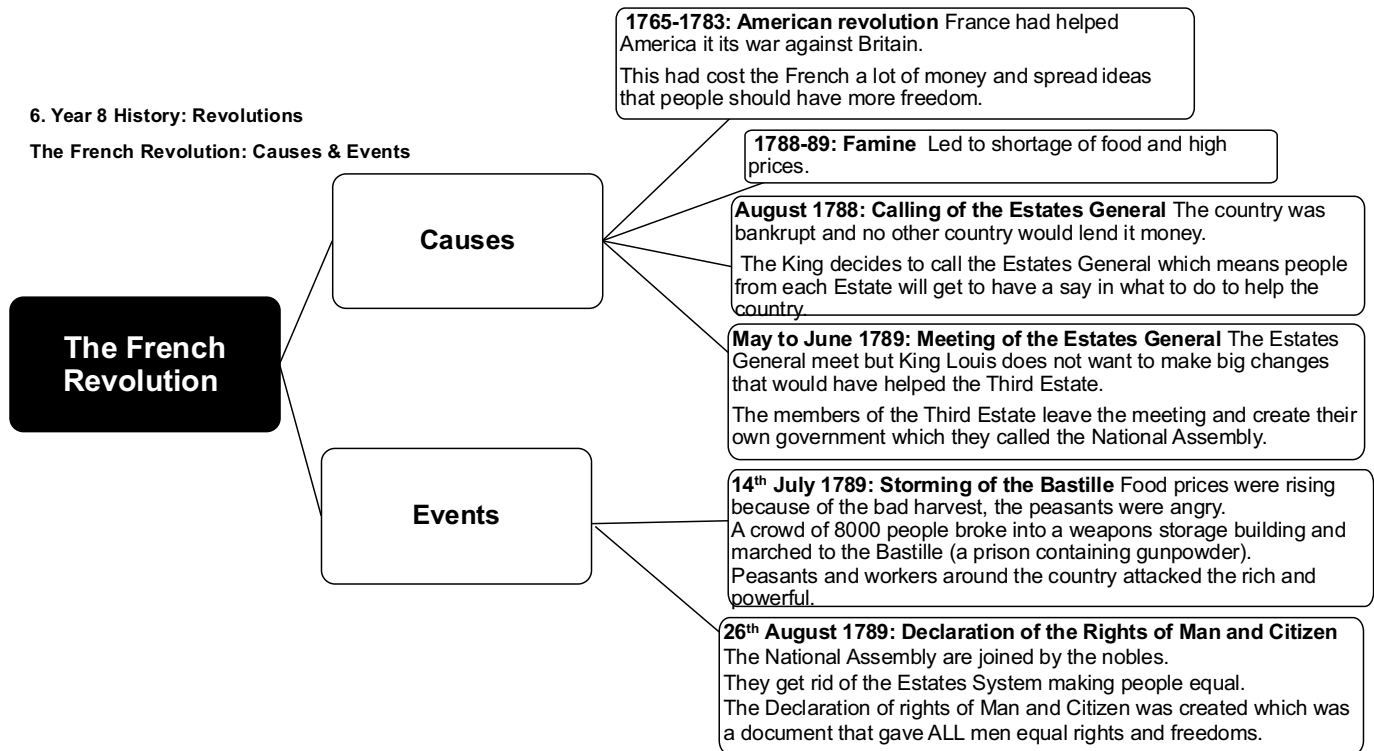


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6. Year 8 History: Revolutions

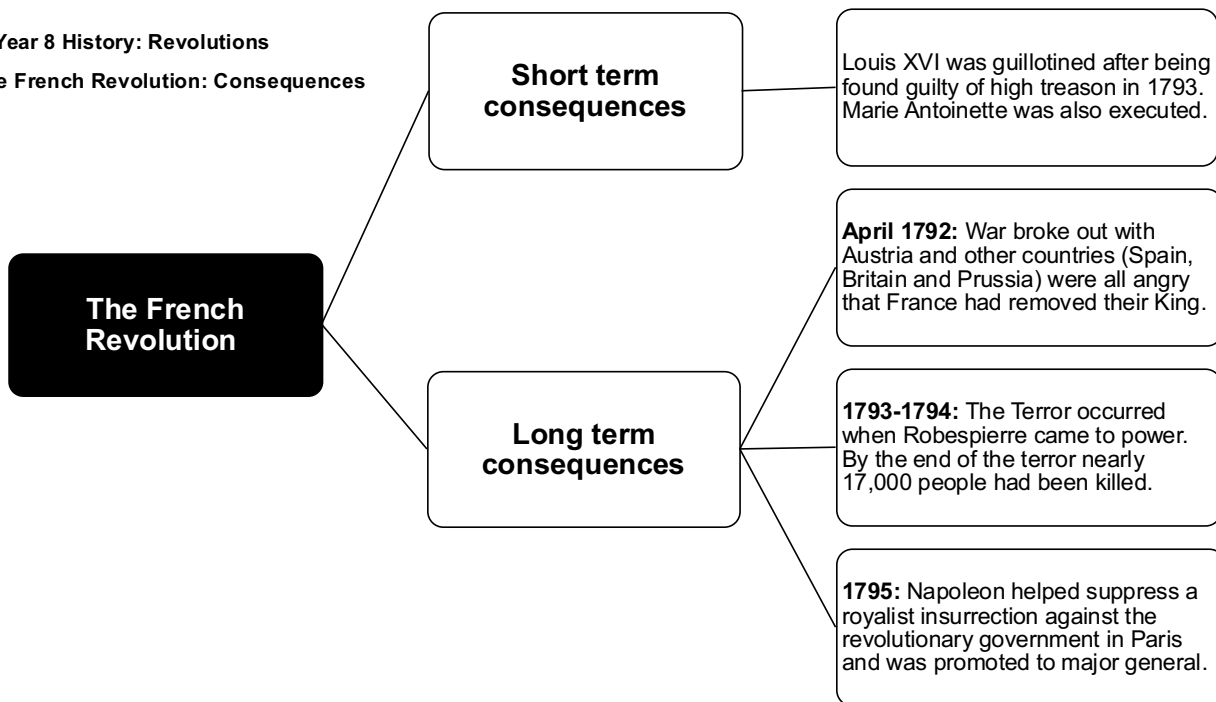
The French Revolution: Causes & Events



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7. Year 8 History: Revolutions

The French Revolution: Consequences



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## 8. Year 8 History: Revolutions

### The French Revolution: keywords and key individuals

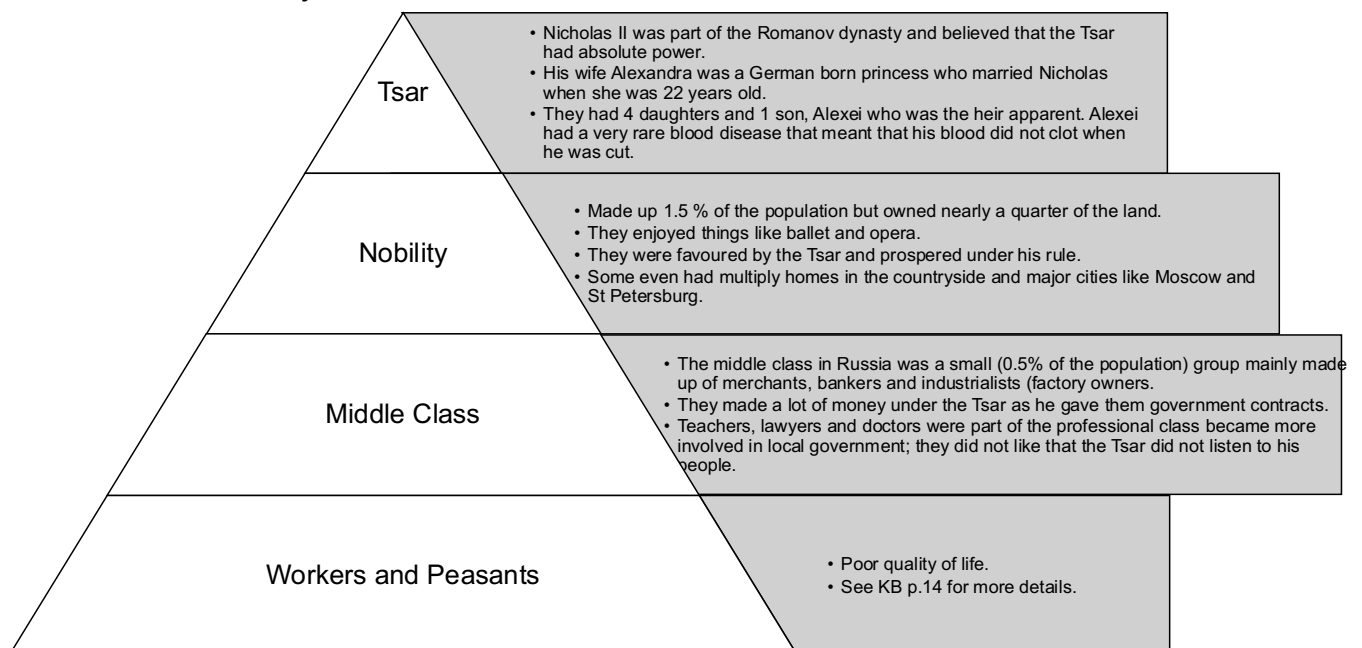
| Keyword                  | Definition                                                                               |
|--------------------------|------------------------------------------------------------------------------------------|
| <b>Absolute monarch</b>  | A ruler who believes they have all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

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

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## 9. Year 8 History: Revolutions

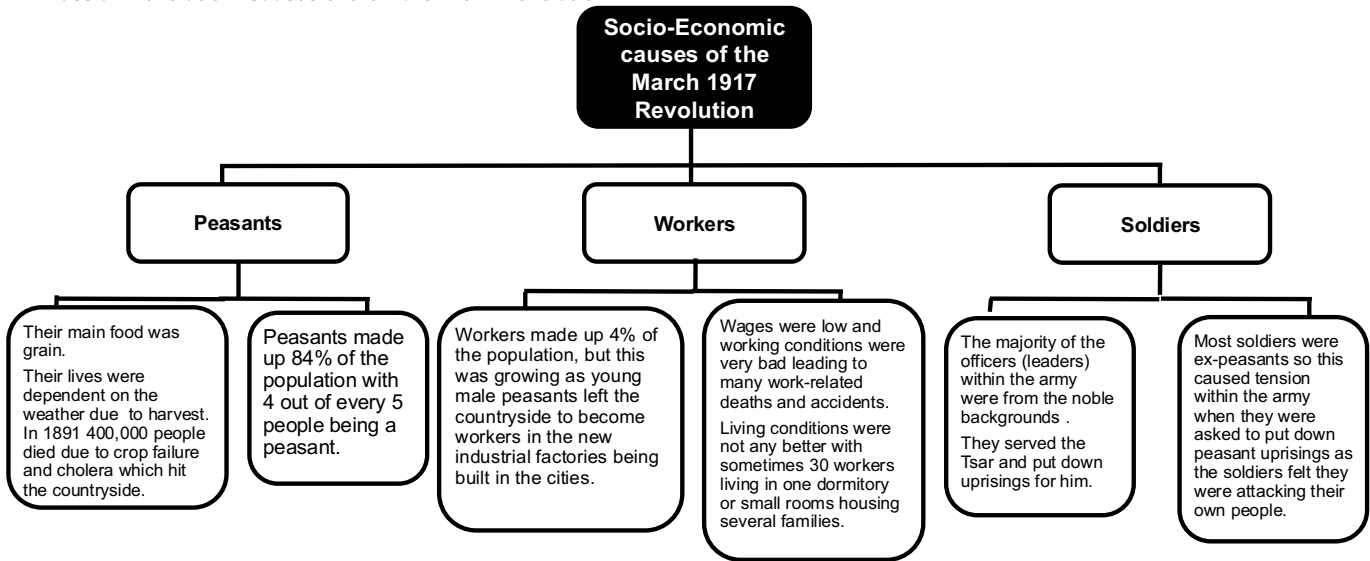
### Russian Revolution: Society in Russia



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## 10. Year 8 History: Revolutions

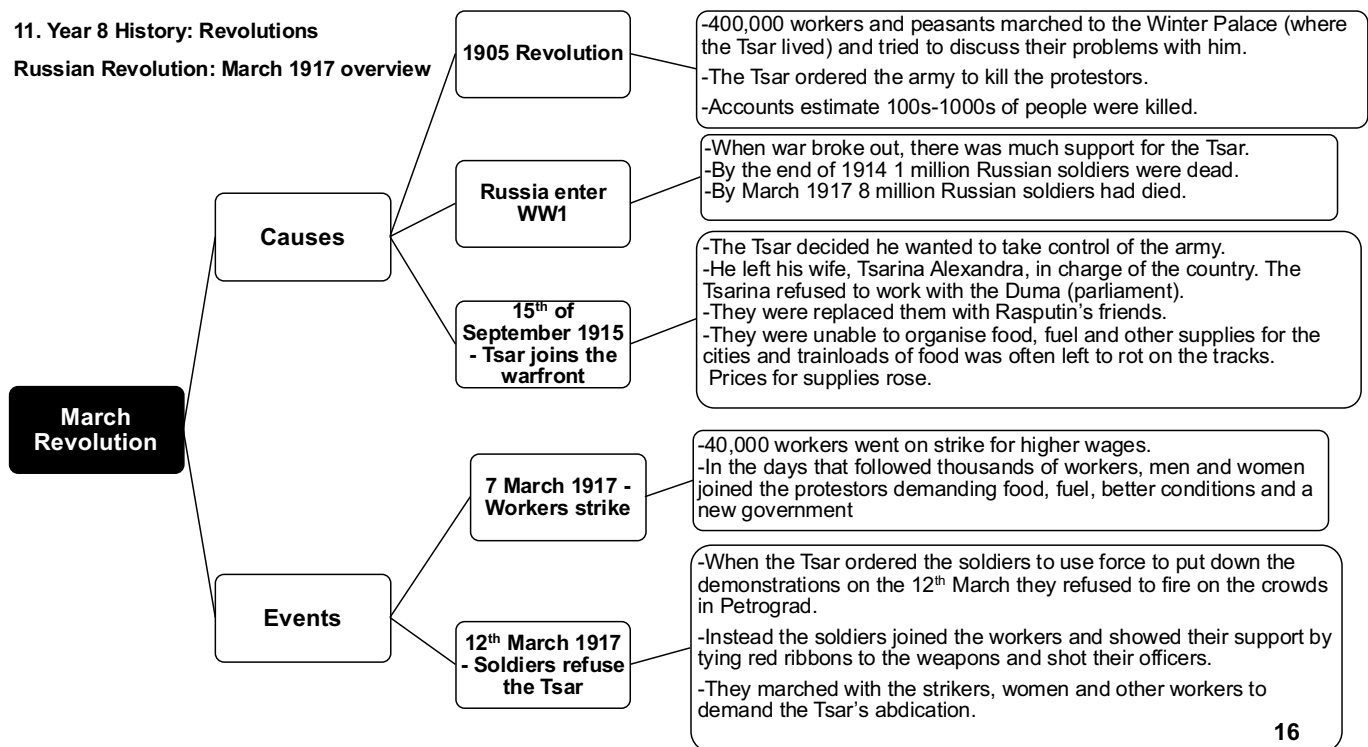
### Russian Revolution: Causes of the March 1917 Revolution



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## 11. Year 8 History: Revolutions

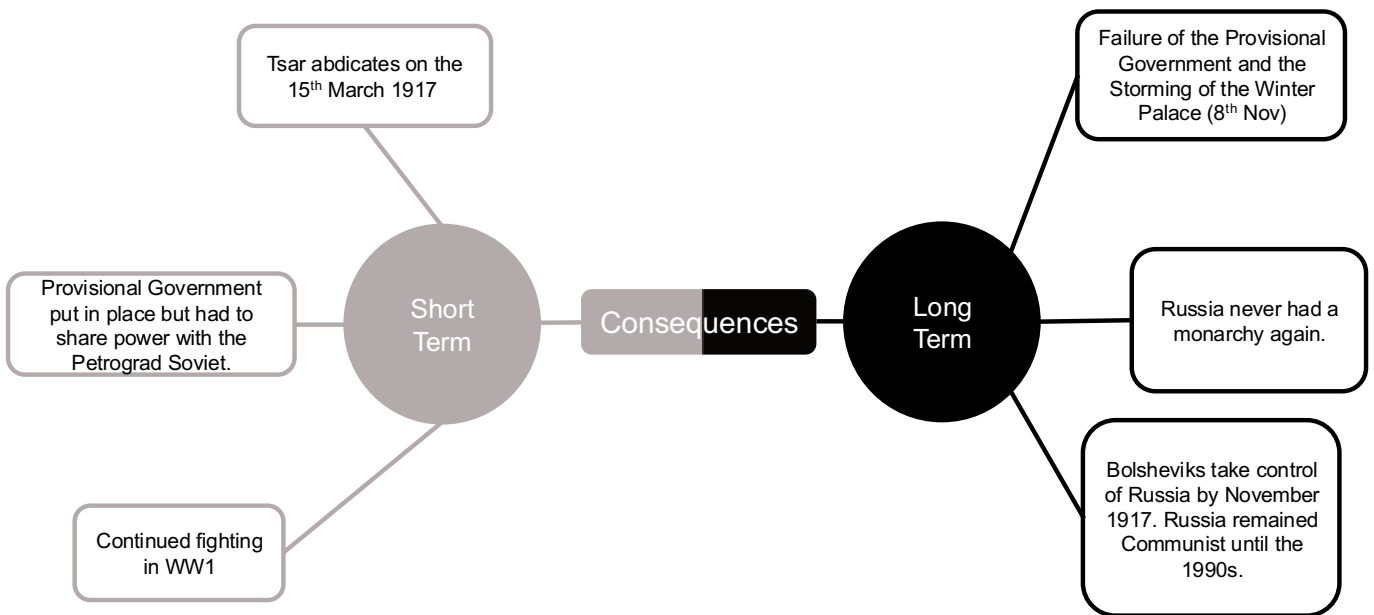
### Russian Revolution: March 1917 overview



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## 12. Year 8 History: Revolutions

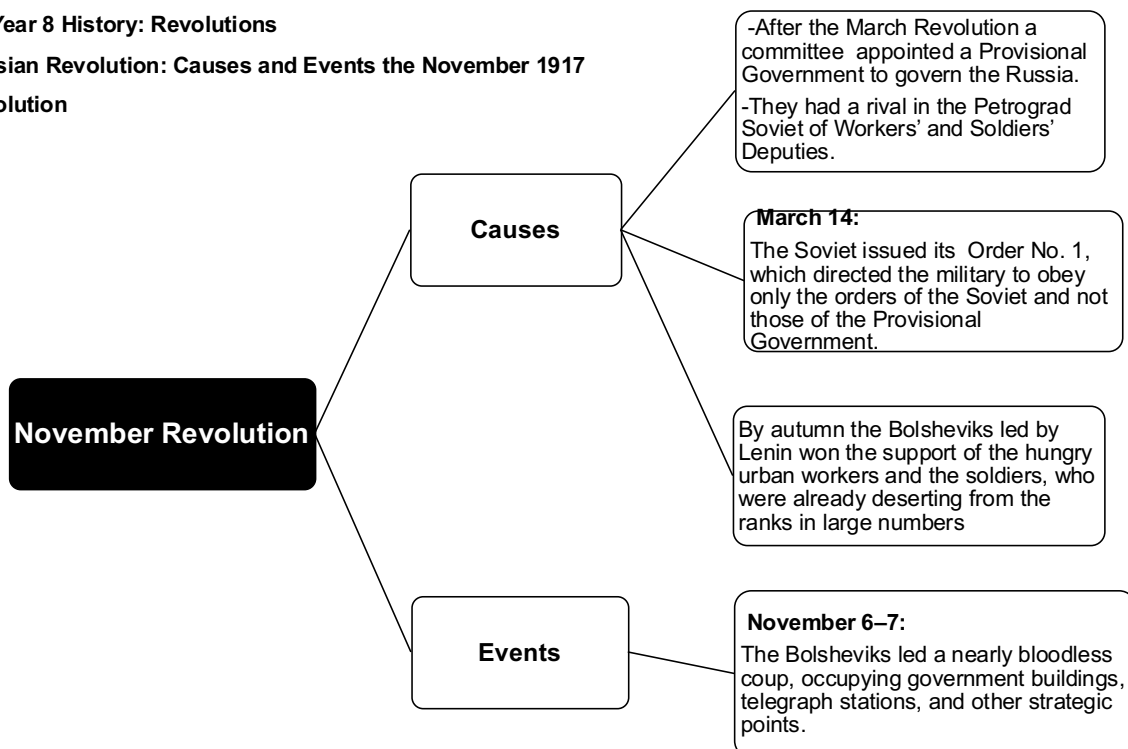
### Russian Revolution: Consequences of the March 1917 Revolution



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## 13. Year 8 History: Revolutions

### Russian Revolution: Causes and Events the November 1917 Revolution

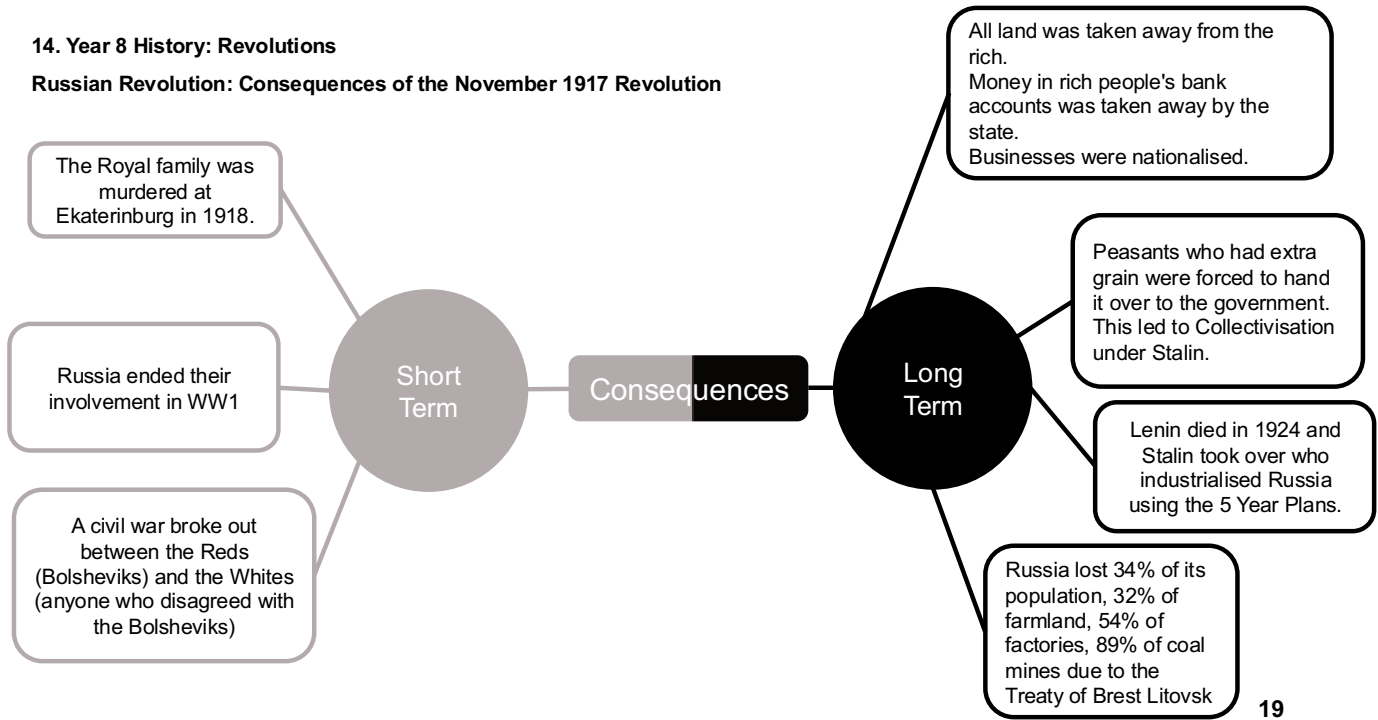


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## 14. Year 8 History: Revolutions

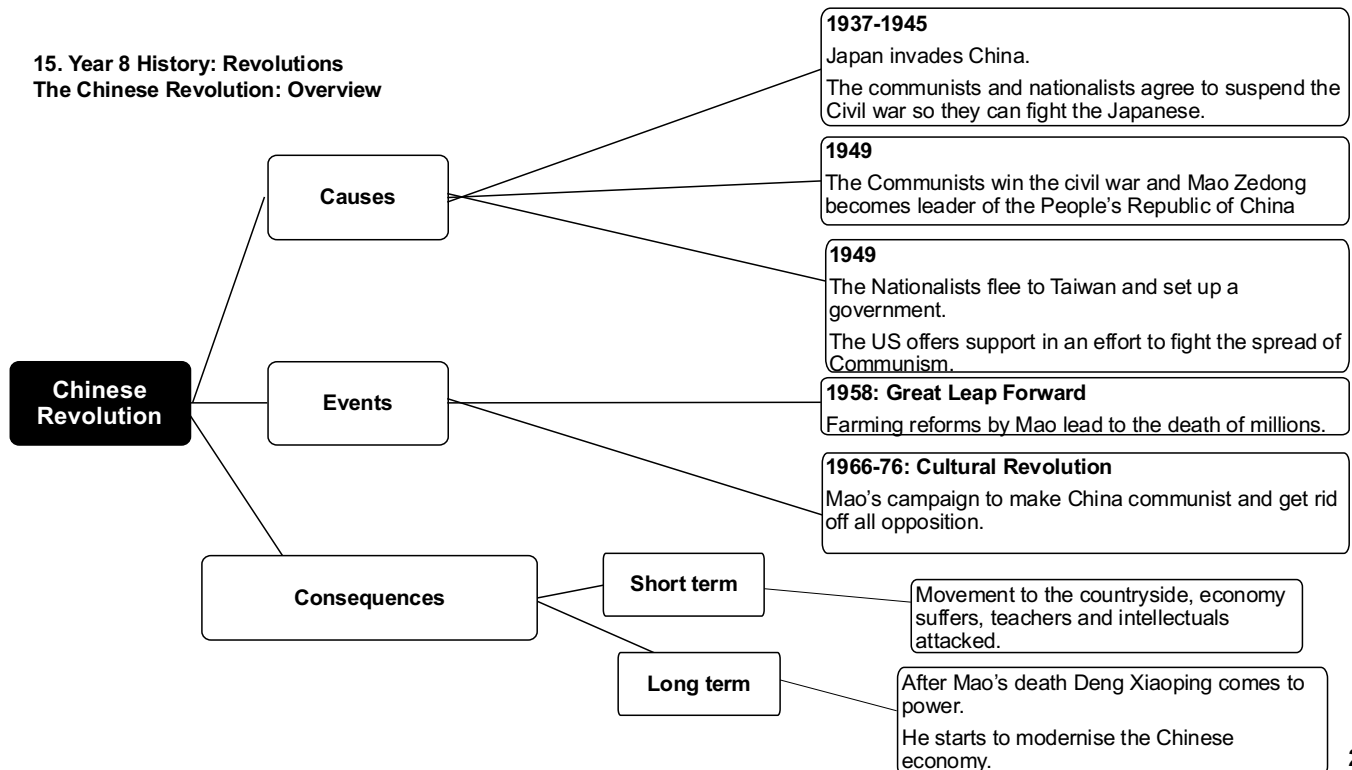
### Russian Revolution: Consequences of the November 1917 Revolution



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## 15. Year 8 History: Revolutions

### The Chinese Revolution: Overview

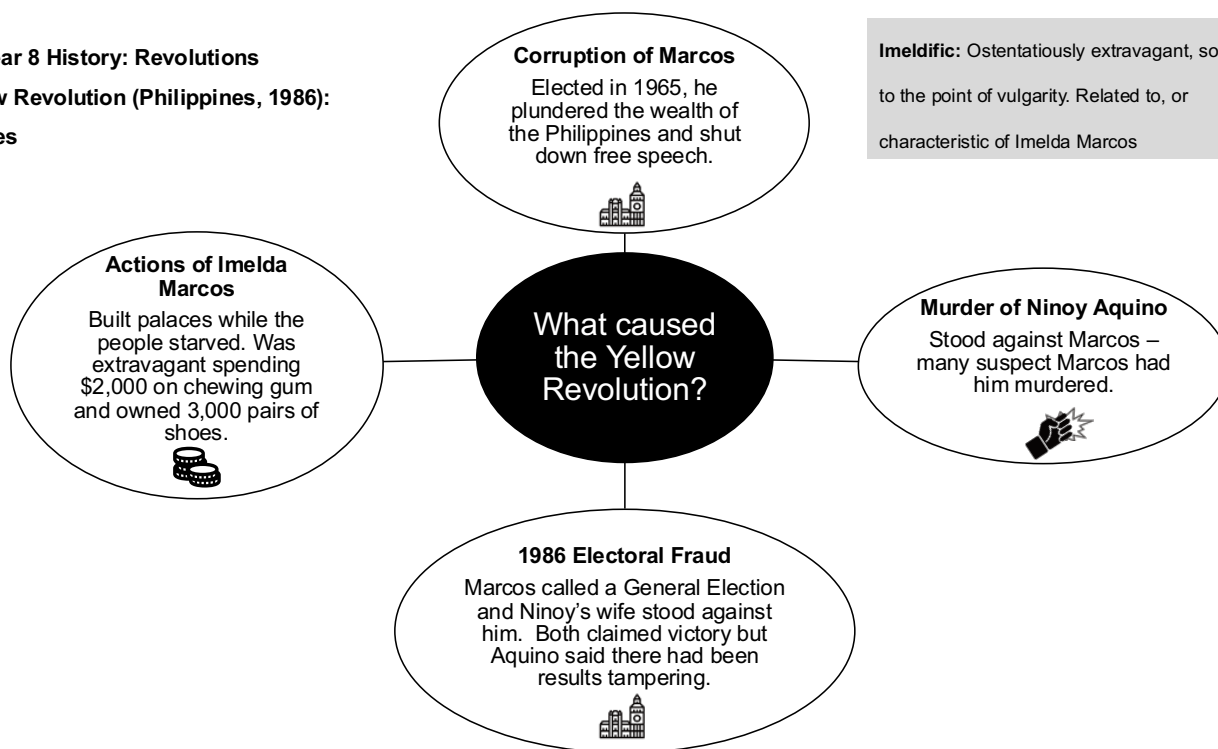


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## 16. Year 8 History: Revolutions

### Yellow Revolution (Philippines, 1986):

#### Causes

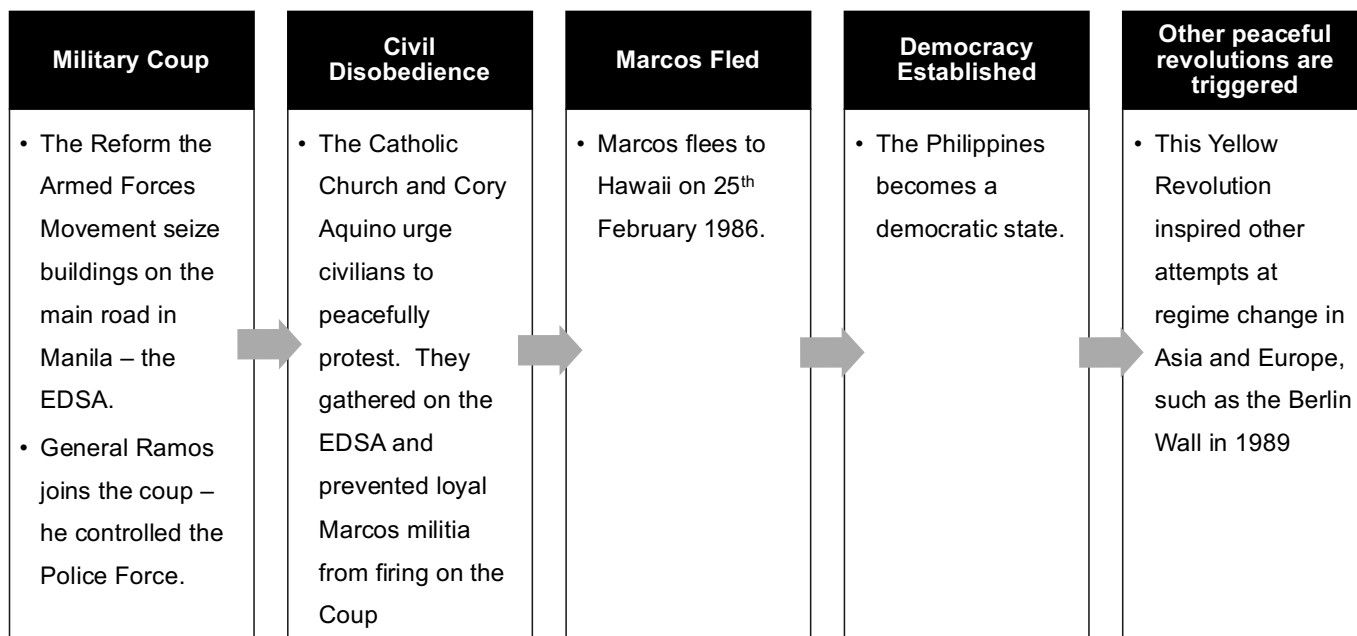


**Imeldific:** Ostentatiously extravagant, sometimes to the point of vulgarity. Related to, or characteristic of Imelda Marcos

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## 17. Year 8 History: Revolutions

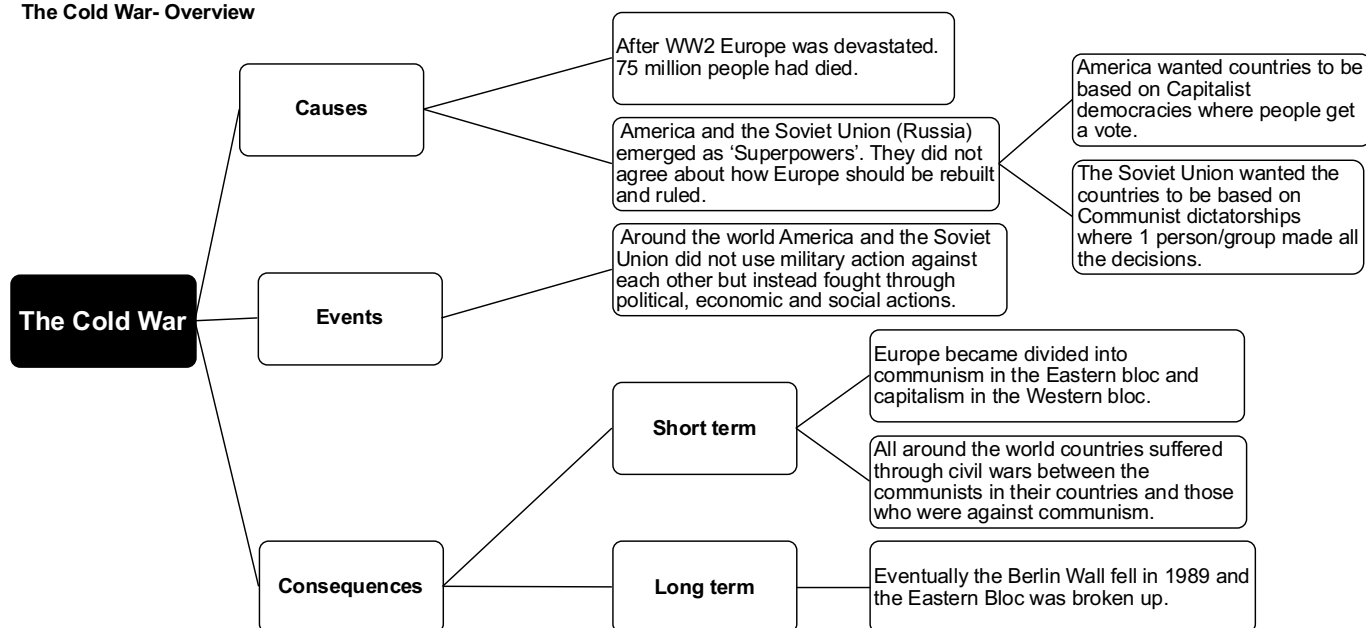
### Yellow Revolution (Philippines, 1986): Events and consequences



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## 18. Year 8 History: Revolutions

### The Cold War- Overview



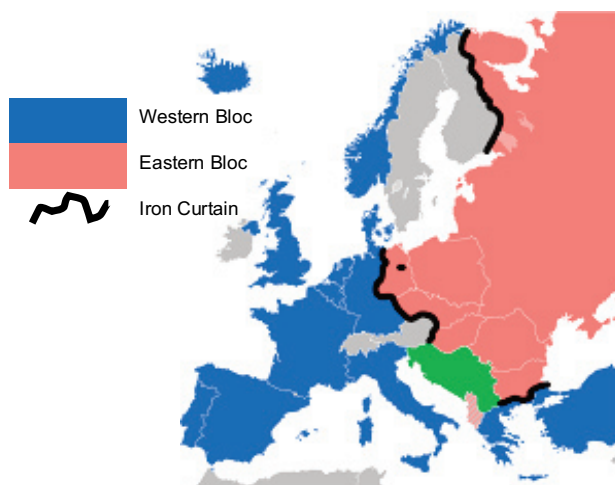
23

## 19. Year 8 History: Revolutions

### The Cold War: Capitalism vs Communism

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

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



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## 20. The Cold War Events: 1946-1950

### The Iron Curtain- March 1946

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

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

### People's Republic of China- October 1949

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

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

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

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

### Berlin Blockade- June 1948

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

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

### Korean War- June 1950

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## 21. The Cold War Events: 1961-1979

### Berlin Wall- August 1961

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

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

### Vietnam War- July 1965

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

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

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

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

### The Cuban Missile Crisis- October 1962

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

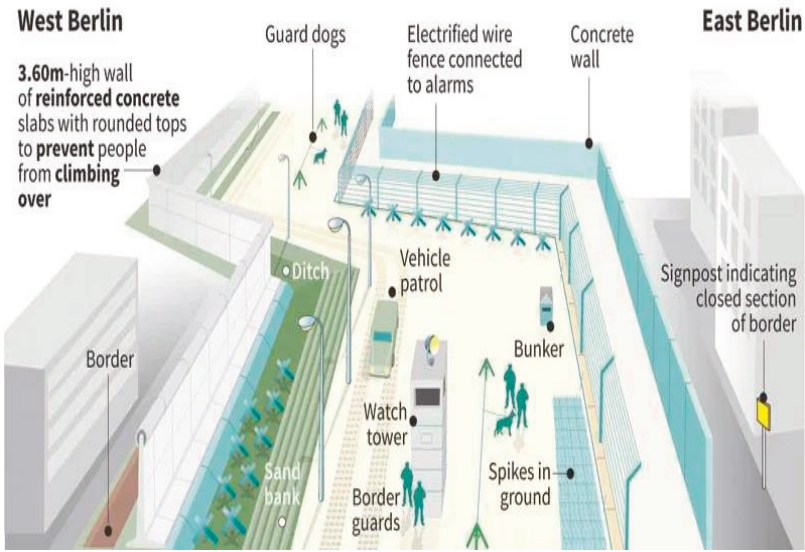
America stopped trading grain with Russia, boycotted the 1980 Moscow Olympics and sold weapons to non-Communist groups in Afghanistan (including the Taliban).

### USSR invades Afghanistan- December 1979

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22. Year 8 History: Revolutions

The Cold War: Berlin



23. Year 8 History: Revolutions

Causes of the Fall of the Berlin Wall 1989

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

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



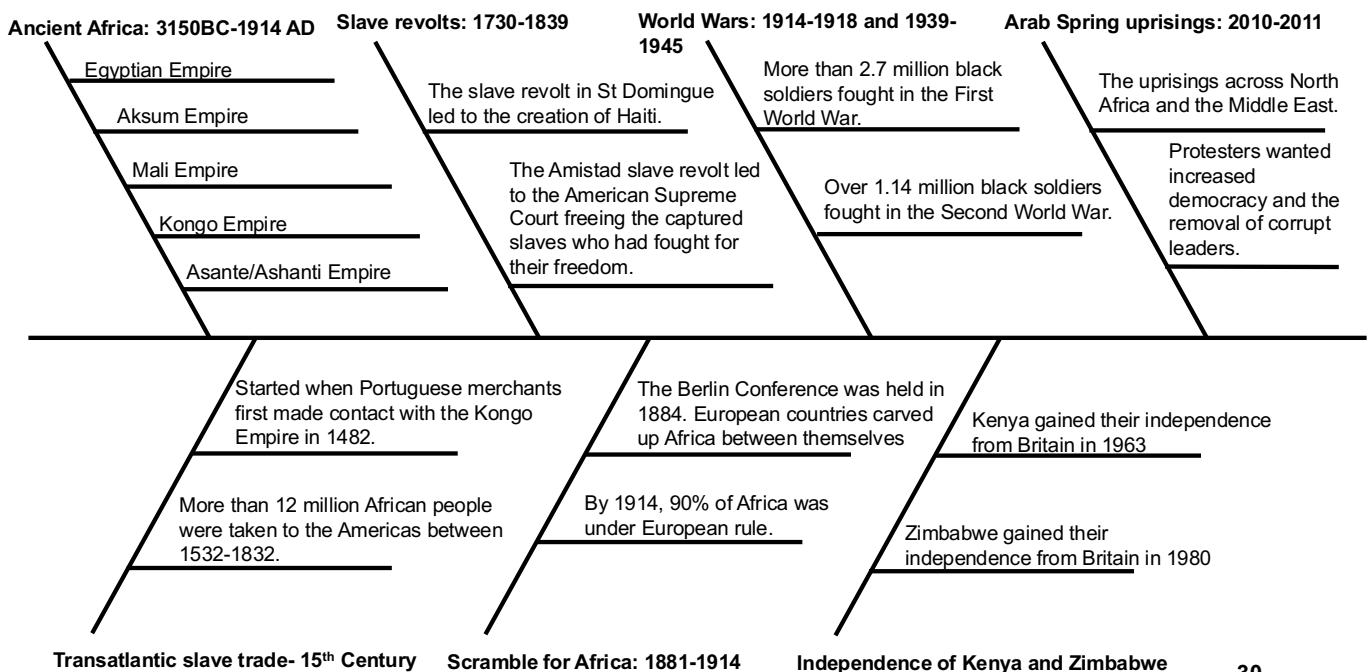
# Year 8 History

## Africa

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

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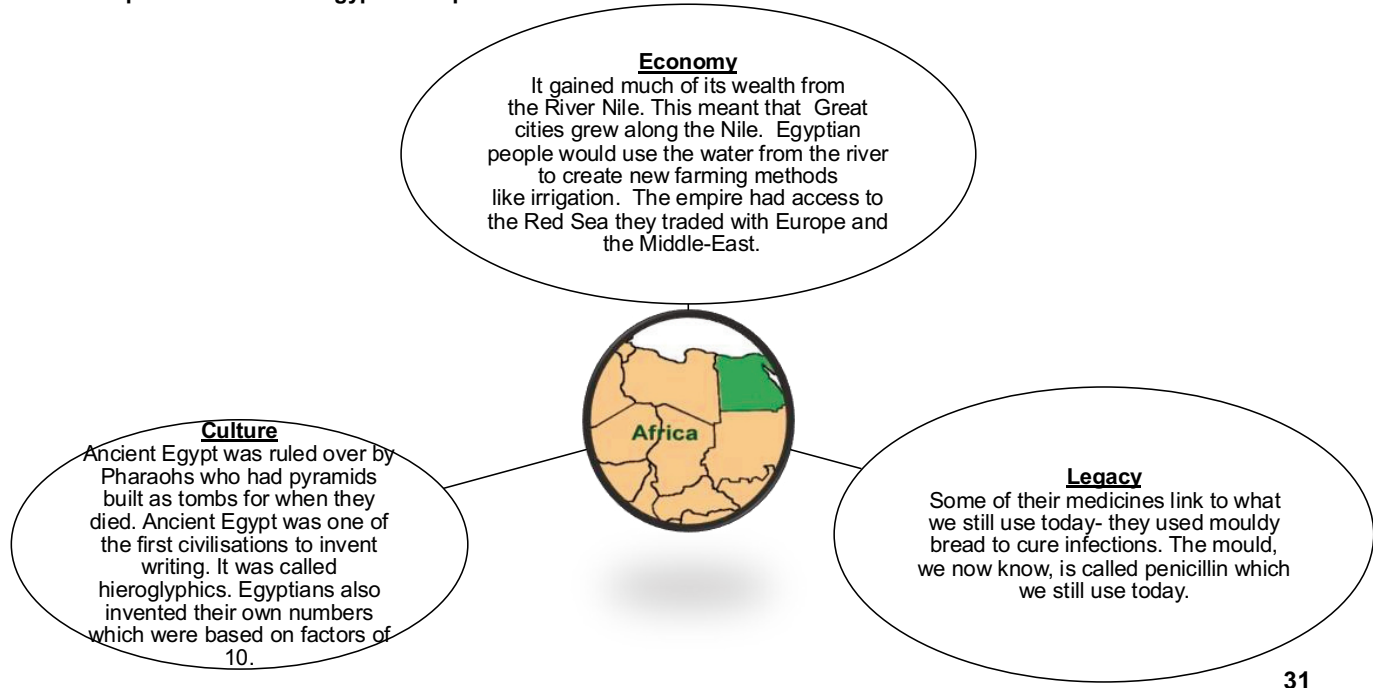
### 1. Year 8 History: Africa Unit Overview



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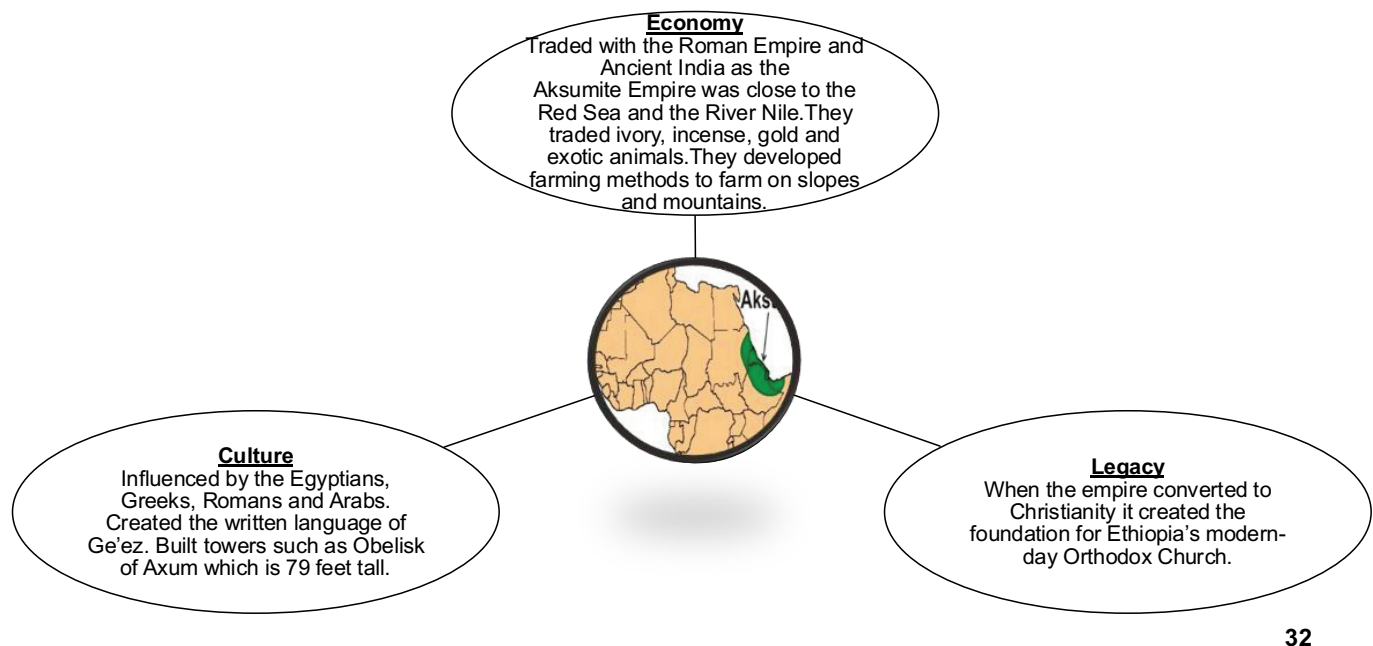
## 2. Year 8 History: Africa

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



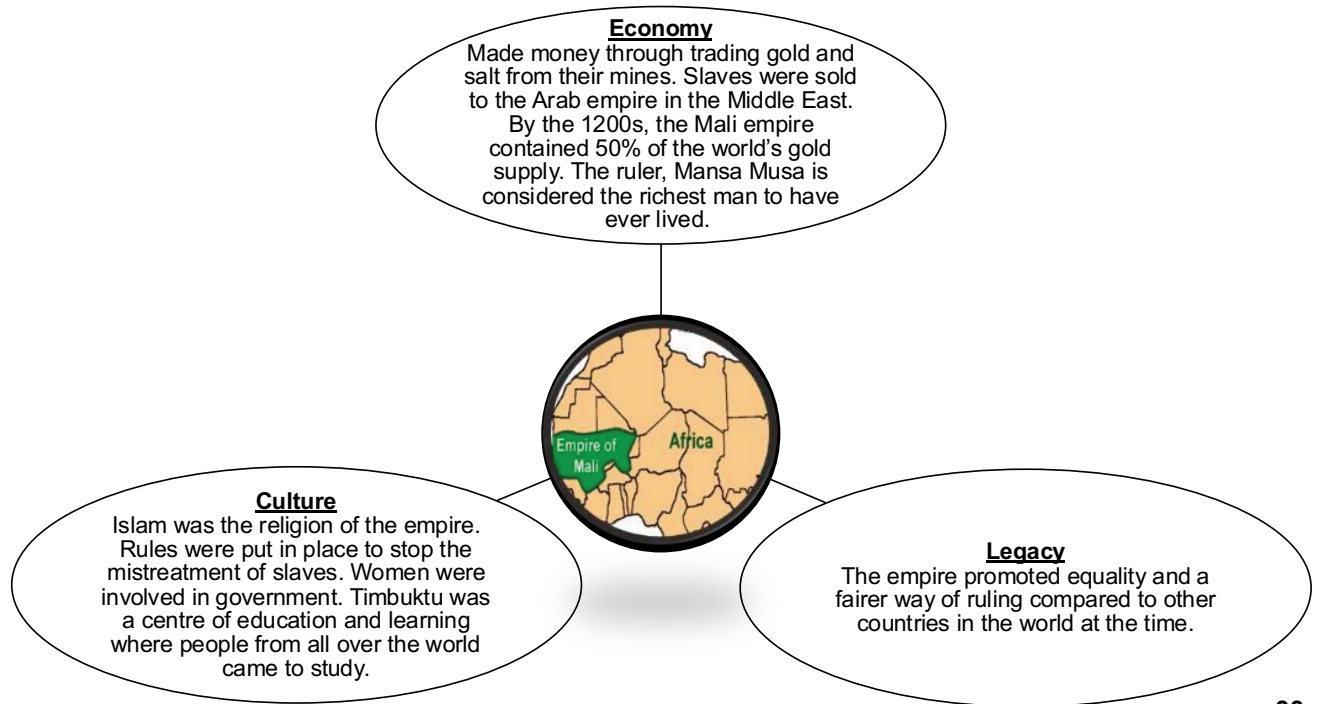
## 3. Year 8 History: Africa

### African Empires: The Aksum Empire 100 AD – 960 AD



#### 4. Year 8 History: Africa

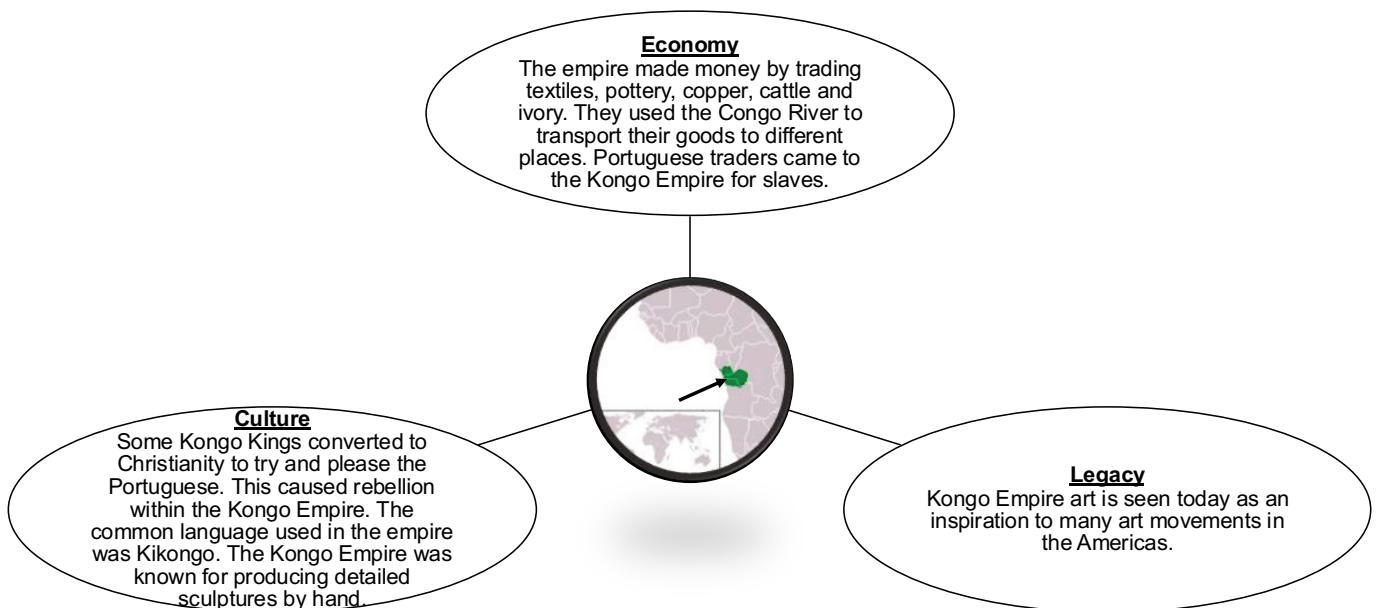
##### African Empires: The Mali Empire 1234 AD – 1600 AD



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#### 5. Year 8 History: Africa

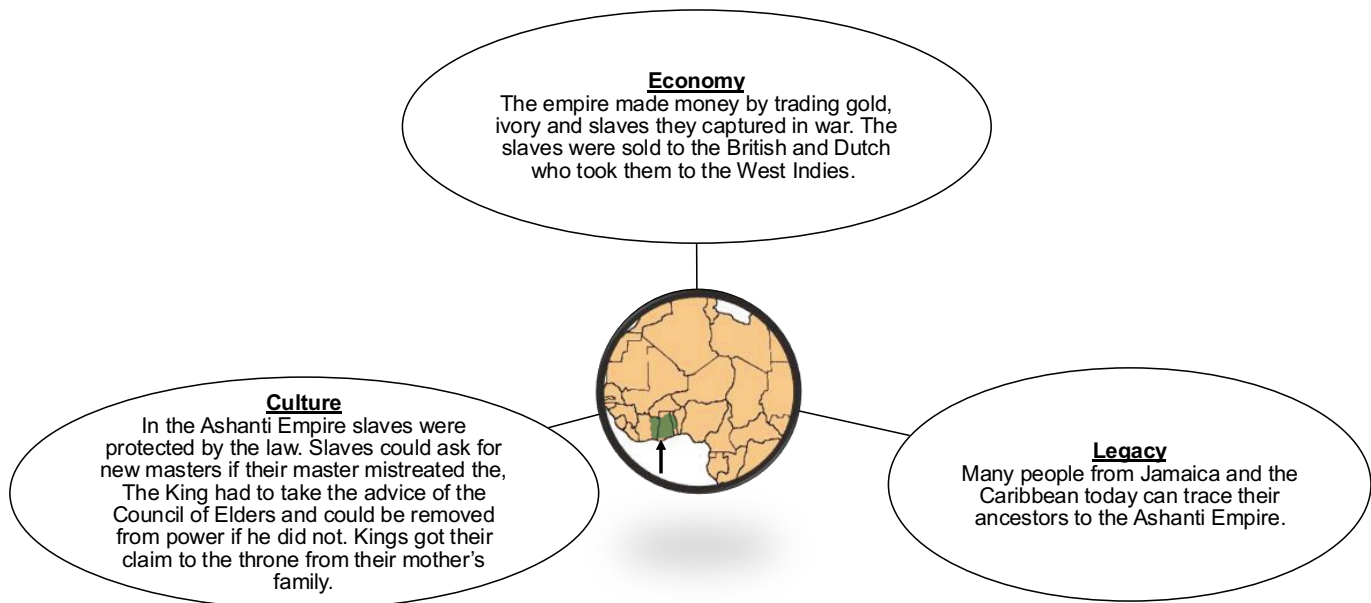
##### African Empires: The Kongo Empire 1390 AD – 1914 AD



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## 6. Year 8 History: Africa

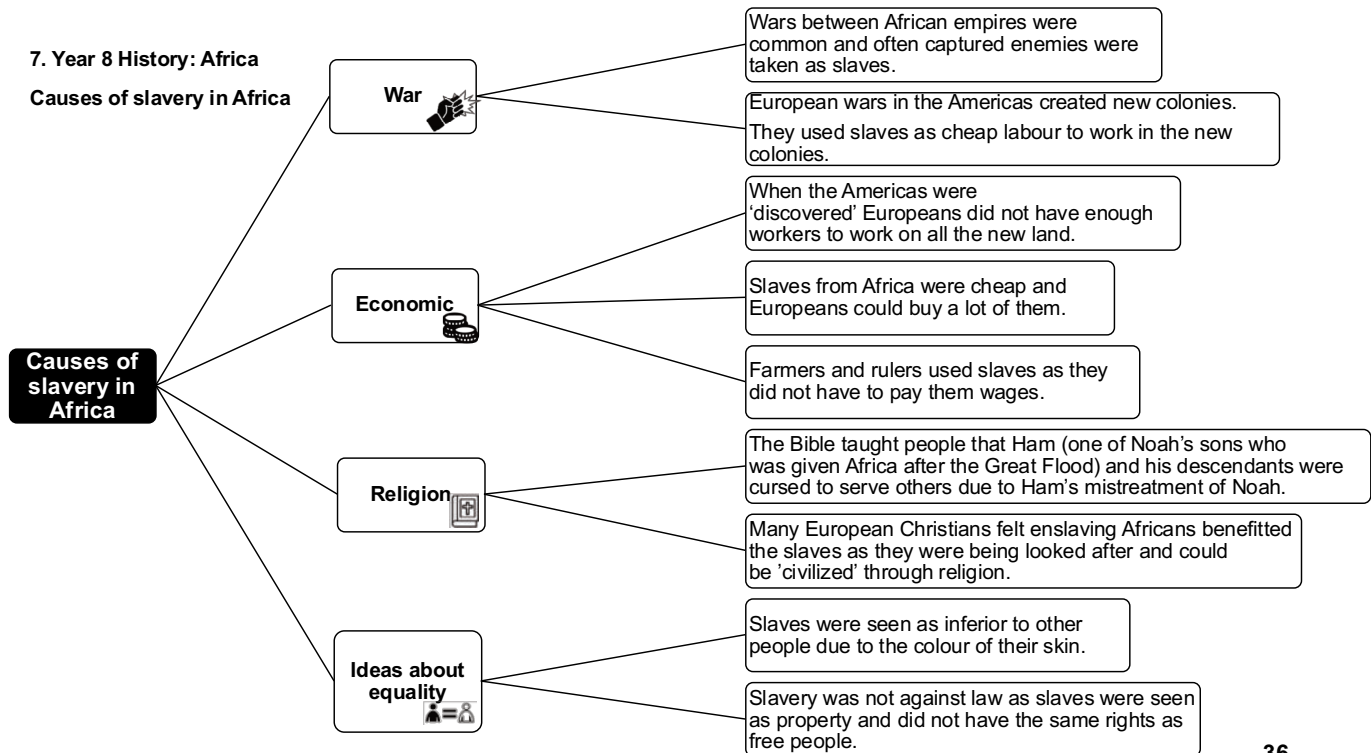
### African Empires: The Ashanti/Asante Empire 1670 AD – 1896 AD



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## 7. Year 8 History: Africa

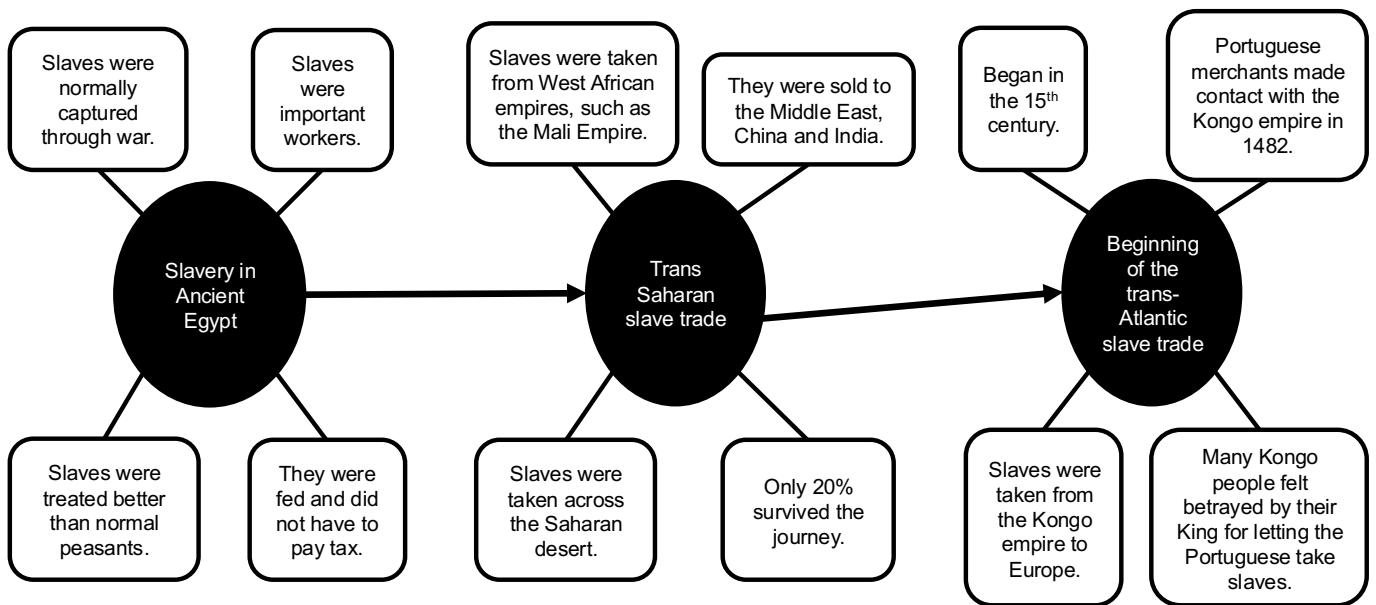
### Causes of slavery in Africa



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## 8. Year 8 History: Africa

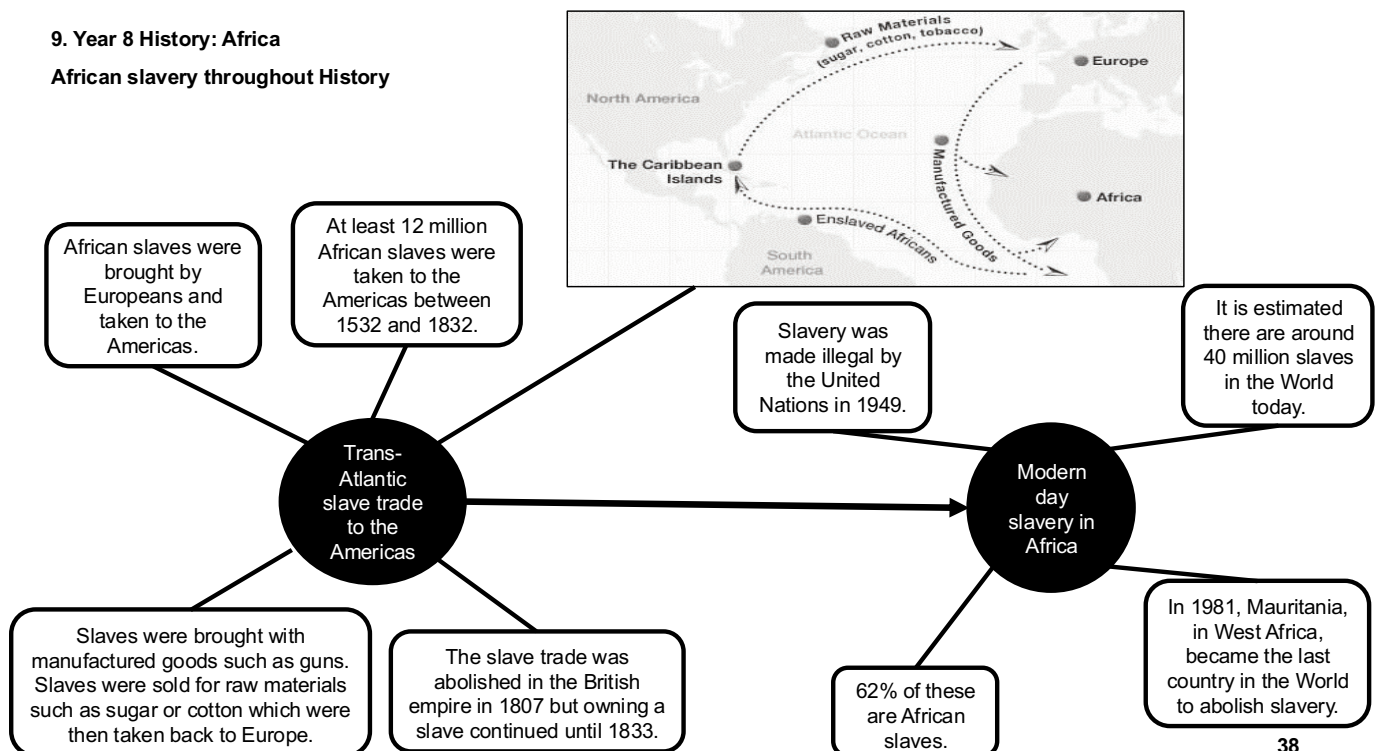
### African slavery throughout History



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## 9. Year 8 History: Africa

### African slavery throughout History



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## 10. Year 8 History: Africa

### The Transatlantic Slave Trade: The Middle Passage

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

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

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## 11. Year 8 History: Africa

### Treatment of African slaves in Africa

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

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

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## 12. Year 8 History: Africa

### Treatment of African slaves in Brazil

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

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

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## 13. Year 8 History: Africa

### Treatment of African slaves in the Southern states of America

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

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

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## 14. Year 8 History: Africa

### Treatment of African slaves in England

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

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

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## 15. Slave Revolts: 1730-1811

### 1730- First Maroon War (Jamaica)

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

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

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

### 1791-1804- Haitian Revolution (St Domingue/Haiti)

Saint Domingue was a French colony, rich in sugar and located in the Caribbean. A slave army led by Toussaint L'Ouverture burned the plantations and defeated the French soldiers.

The ex-slaves took control of the island and renamed it Haiti. Haiti became a beacon of hope to other slaves in the Caribbean and escaped slaves even tried to travel there.

In 1793 the British fought against the ex-slave army in Haiti but they were defeated.

96 African slaves were being taken from Guinea to Rhode Island (USA). Some of the African male slaves slipped out of their shackles and overpowered the crew.

3 members of the crew were killed, the rest were taken prisoner. The African slaves sailed back to the Sierra Leone river and abandoned the ship and crew.

### 1730- Little George Ship Revolt (Slave ship)

Biggest slave revolt in US history. 200-500 slaves took part in the revolt. Slaves from sugar plantations marched 20 miles over 2 days.

During the march they burned 5 plantation houses, several sugarhouses and crops. They were armed with hand tools and killed 2 white men.

Soldiers were used to put down the revolt. 95 slaves were killed and executed.

### 1811- German Coast Uprising (New Orleans, USA)

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## 16. Slave Revolts: 1831-1839

### 1831- Nat Turner's Rebellion (Virginia, USA)

Nat Turner was an America slave who lived in Virginia. He led a slave rebellion as he believed God had sent him a message.

The rebels killed 55-65 white slave owners and their families. The rebellion was put down a few days after it started. Nat Turner hid for 2 months before he was captured and hanged.

The revolt led to southern white people becoming suspicious of slaves so they tightened restrictions of the rights of slave.

### 1835- Malê Revolt (Brazil)

600 Yoruba and Hausa slaves (from Nigeria) rebelled in Brazil.

The slaves were mainly African Muslims who wanted to create their own Muslim safe haven. They wore necklaces of President Dessalines, who was the leader of independent Haiti.

70 African slaves were killed and the revolt failed. This slave revolt is seen as one of the most significant urban slave revolt in the Americas.

Biggest slave revolt in the British Caribbean. Over 60,000 slaves were involved. Samuel Sharpe and other slave leaders went strike on Christmas Day, 1831.

They demanded more free time and a working wage. This was denied so the slaves set fire to the sugar cane fields. White slave owners fled, and British soldiers were brought in.

214 rebel slaves were killed and 300 were executed. In 1833 Britain abolished slavery in the British Empire.

### 1831-1832- Baptist War (Jamaica)

53 African slaves were being taken to Cuba in the Spanish slave ship called the Amistad. Joseph Cinqué led to revolt.

The navigator was ordered to sail the ship back to Sierra Leone but took them to New York where the slaves were imprisoned. They were put on trial for their crimes against the crew.

The judge ruled that the Africans were victims of kidnapping and had the right to fight their captors. The case went to the Supreme Court and the African survivors were represented by a former president, Adams, who won. The Supreme Court allowed the African slaves a safe passage home.

### 1839- Amistad (Slave ship)

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## 17. Year 8 History: Africa

### The Scramble for Africa

| Key questions | Details                                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who           | Britain, France, Germany, Portugal, Belgium, Italy and Spain.                                                                                                      |
| What          | By 1914, 90% of Africa was under European rule.                                                                                                                    |
| When          | Between 1881-1914.                                                                                                                                                 |
| Where         | The beginning of the Scramble for Africa was at the Berlin Conference in 1884.<br><br>European countries decided which areas of Africa would be controlled by who. |

| Factor                                                                              | Why?             | Details                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Economic</b>  | Britain, France and Germany were competing for global trade.<br><br>Explorers located lots of raw materials in Africa.<br><br>Cecil Rhodes, a British coloniser, made a fortune from the diamond and gold mines in South Africa.<br><br>The Industrial Revolution in Britain increased the need for Palm Oil to lubricate machines. |
|  | <b>Political</b> | The leader of Germany, Bismarck, wanted to expand their empire.                                                                                                                                                                                                                                                                     |
|  | <b>Religious</b> | Dr Livingstone, a Scottish missionary, wanted to make sure slavery was not continuing in Africa after it was abolished by Britain in 1833.<br><br>Christian missionaries felt it was their duty to 'civilise' the Africans                                                                                                          |

## 18. Year 8 History: Africa

### Impact of the Scramble for Africa

#### Impact for Europe

European countries took the best land.

European countries used Africans as cheap workers.

Raw materials were taken from Africa to European to manufactured in their factories then sold all around the world.

During the First and Second World Wars European countries used soldiers from their African colonies to fight for them.

#### Impact for Africa

Many Africans lost their land and had to work for poor wages on European owned land which had been stolen.

Due to the way Africa had been divided conflict grew within countries where different ethnic groups were forced to live.

Example- Rwandan Genocide 1994.

European medicine was introduced in Africa.

Africa's population grew from 120 million in 1900 to over 1 billion today.

Land was used to grow cash crops such as: coffee, cocoa, tea and cotton so there was little land left to grow food crops.

This led to famine and starvation.

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## 19. Year 8 History: Africa

### Experiences of African and black soldiers in the First World War

| Soldiers              | First World War |
|-----------------------|-----------------|
| African               | 2.35 million    |
| Caribbean/West Indies | 20,500          |
| African American      | 350,000         |

| Soldiers | Experiences in the First World War                                                                                                                                                                                                                                         |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| African  | Many were used as carriers.<br><br>Due to the way borders had been drawn in the Berlin Conference, African soldiers found themselves fighting friends/family.<br><br>The French used African soldiers to shock the Germans and to spare French soldiers from being killed. |

| Soldiers                  | Experiences in the First World War                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Caribbean/<br>West Indies | At first, the British did not want black soldiers fighting white Europeans.<br><br>By 1915, King George allowed volunteers from the Caribbean to join the British forces.<br><br>They were paid less than the white soldiers and had to do jobs such as: carrying equipment, digging trenches, building roads and railways.<br><br>Caribbean soldiers had to put out fires in burning, sometimes, exploding areas. |

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## 20. Year 8 History: Africa

### Experiences of African and black soldiers in the First World War

| Soldiers | Experiences in the First World War                                                                                                                                                                                                                                           |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| African  | The Harlem Hellfighters were a group of 3,000 African                                                                                                                                                                                                                        |
| American | American soldiers who fought for America against the Central Powers.<br><br>They were the most decorated black soldiers in the First World War.<br><br>Henry Johnson, known as "Black Death", was the first America of any ethnicity to be given the French Croix de Guerre. |

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## 21. Year 8 History: Africa

### Experiences of African and black soldiers in the Second World War

| Soldiers              | Second World War |
|-----------------------|------------------|
| African               | Over 1 million   |
| Caribbean/West Indies | 16,000           |
| African American      | 125,000          |

| Soldiers | Experiences in the First World War                                                                                                                                                                                     |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| African  | The King's African Rifles were soldiers from Britain's African colonies who fought in the Second World War.<br><br>They were very important in fighting and defeating the Italians in Abyssinia (modern day Ethiopia). |

| Soldiers                  | Experiences in the Second World War                                                                                                                                                                                                                                        |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Caribbean/<br>West Indies | Many Caribbean soldiers who had fought for Britain in the Second World War migrated to Britain to help rebuild the 'mother country'.                                                                                                                                       |
| African                   | They were kept separate from white soldiers.                                                                                                                                                                                                                               |
| American                  | African American nurses were the only nurses allowed to help African American soldiers.<br><br>After the sacrifices and bravery of African American units such as: the Tuskegee Airmen and 761st Tank Battalion, President Truman desegregated all military units in 1948. |

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## 22. Year 8 History: Africa

### Impact of African and black soldiers fighting in the war: Positives

| Positives                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| After the Second World War the British government created the British Nationality Act which allowed members of the Commonwealth to live in Britain.                                                                        |
| After the Second World War, many African countries started to demand their independence.                                                                                                                                   |
| Britain and other European countries, who had colonies in Africa, could not continue to rule over countries who had given soldiers to help fight for freedom against the Nazis <u>when they had no freedom themselves.</u> |

| Positives                                                                                                   |
|-------------------------------------------------------------------------------------------------------------|
| In 2017 the African and Caribbean War Memorial was unveiled in Windrush Square in Brixton, South London.    |
| It was dedicated to the 70,000 men and women from the Caribbean and Africa who died for Britain in the war. |

## 23. Year 8 History: Africa

### Impact of African and black soldiers fighting in the war: Negatives

| Negatives                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| After the First World War the German colony of Cameroon was split between Britain and France.                                                   |
| In 1960 the 2 parts were given independence and reunited.                                                                                       |
| There was violence between the 2 parts.                                                                                                         |
| The German colony of Namibia was put under the protection of the League of Nations after the First World War.                                   |
| The South African government invaded and took control of Namibia enforcing its Apartheid rules which discriminated against black <u>people.</u> |

| Negatives                                                                                               |
|---------------------------------------------------------------------------------------------------------|
| African American soldiers returning to Southern states after both wars had to follow the Jim Crow laws. |
| These laws kept African American and white Americans separate.                                          |
| The Jim Crow laws were not abolished until 1964 under the <u>Civil Rights Act.</u>                      |

## 24. Year 8 History: Africa

### Causes of independence In Africa

| Factor                                                                            | Causes of independence in Africa        |                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>War and violence</b>                 | During the Second World War over 1.4 million African soldiers fought in the war.                                                                                                                          |
|  | <b>War and violence</b>                 | After the war ended in 1945 many colonies demanded their independence by rebelling against colonial rule.                                                                                                 |
|  | <b>Economic</b>                         | Countries like Britain and France did not have the strength and money to hold on to their colonies.                                                                                                       |
|  | <b>Ideas about equality and freedom</b> | Many African soldiers who had fought against Nazi Germany felt they had been fighting to defend freedom but did not have their own.                                                                       |
|  | <b>Government</b>                       | <p>Britain's government were too weak to keep control over countries who fought against them.</p> <p>India had been given its independence in 1947 which set an example for other colonies to follow.</p> |

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## 25. Year 8 History: Africa

### Independence of Kenya

| Key questions | Actions by Kenyans                                                                                                                                                                                                                                                                              |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>   | 12 <sup>th</sup> December 1963                                                                                                                                                                                                                                                                  |
| <b>Who</b>    | <p>In the 1940s the Kenya African Union (KAU) was setup.</p> <p>Jomo Kenyatta was the leader.</p> <p>They demanded independence and access to white-owned land.</p>                                                                                                                             |
| <b>What</b>   | <p>In the 1950s Kenyans protested and rebelled against British rule.</p> <p>The Mau Mau rebellion lasted 8 years.</p> <p>The Mau Mau used violence against British settlements.</p> <p>10,000 members of the Mau Mau were killed and even more were imprisoned and tortured by the British.</p> |
| <b>Impact</b> | <p>Britain could not afford to fight against the Kenyan people who wanted independence.</p> <p>Jomo Kenyatta was elected Kenya's first black Prime Minister in 1964.</p>                                                                                                                        |



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## 26. Year 8 History: Africa

### Impact of the independence of Kenya

| Positives after independence                                                                      | Negatives after independence                                                                     |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Kenya joined the Organisation of African Unity to trade with other independent African countries. | Kenyatta's 'Africanisation' policy led to the majority of Asian Kenyan's fleeing discrimination. |
| Foreign investment in Kenya doubled.                                                              | Kenyatta made Kenya a one-party- state meaning his party was the only one people could vote for. |
| The number of Secondary schools in Kenya increased by 80%                                         | Kenyatta used violence against any other political groups who were against him.                  |
| The life expectancy in Kenya increased by 10 years.                                               | Kenyatta used his power to give land to powerful people in government.                           |

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## 27. Year 8 History: Africa

### Independence of Zimbabwe

| Key questions | Actions by Zimbabweans                                                                                                                                                                         |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>   | 18 <sup>th</sup> April 1980                                                                                                                                                                    |
| <b>Who</b>    | The main groups who fought for independence from the majority white government were the Zimbabwe African People's Union (ZAPU) and the Zimbabwe African National Union (ZANU).                 |
| <b>What</b>   | The Bush War or Zimbabwe War of Independence lasted 15 years. Black members of society fought against the white government who had declared Zimbabwe independent without Britain's permission. |
| <b>Impact</b> | After much fighting an agreement was reached.<br>Elections were held in February 1980.<br>Robert Mugabe (leader of ZANU) was elected the first Prime Minister of Zimbabwe.                     |



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## 28. Year 8 History: Africa

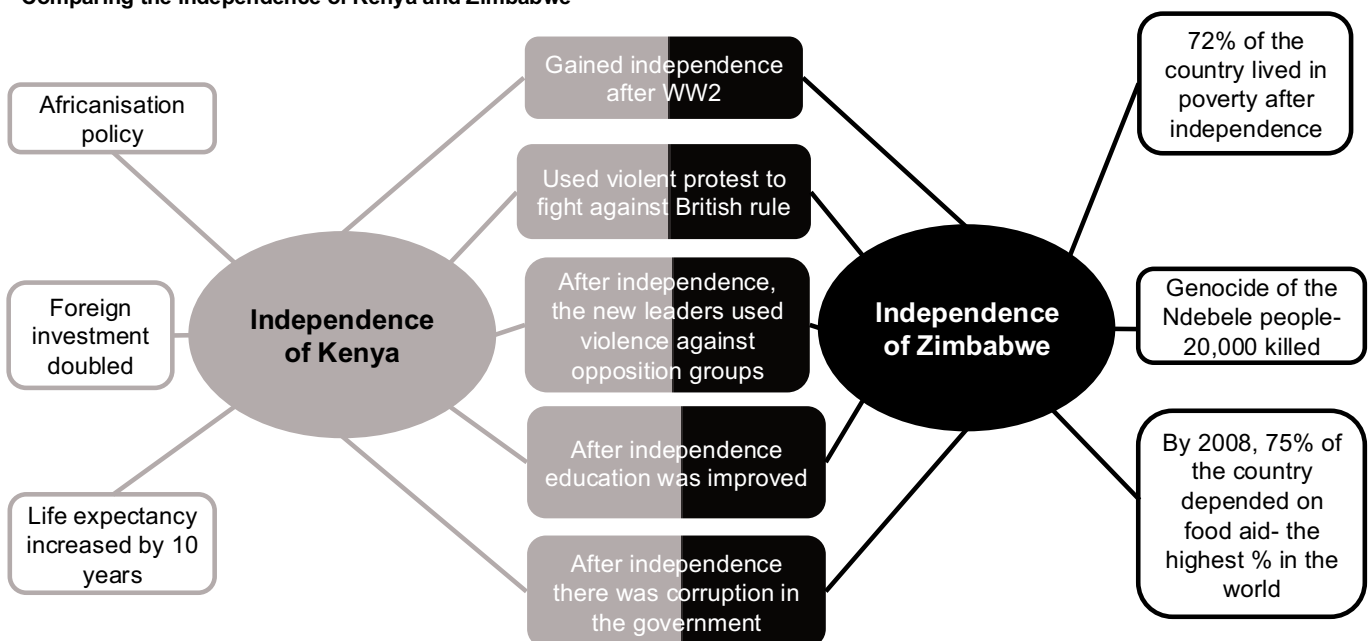
### Impact of the independence of Zimbabwe

| Positives after independence                                                                   | Negatives after independence                                                                           |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| The literacy rate (number of people who can read and write) in 2015 was 90% of the population. | Mugabe used violence to remove opposition such as the Ndebele people.                                  |
| The number of secondary schools increased from 177 to 1,548.                                   | More than 20,000 Ndebele people were killed- seen as a genocide.                                       |
|                                                                                                | Mugabe and his government stole money from Zimbabwe's diamond and mining industries.                   |
|                                                                                                | 72% of the country lived in poverty and Zimbabwe lost \$1 million a year due to government corruption. |

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## 29. Year 8 History: Africa

### Comparing the independence of Kenya and Zimbabwe



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### 30. Year 8 History: Africa

#### Arab Spring

| Key questions | Arab Spring                                                                                                                                                                     |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>   | The movement started in Dec 2010 and lasted until late 2011                                                                                                                     |
| <b>Where</b>  | The uprisings were in largely Muslim countries such as:<br>Tunisia, Morocco, Syria, Libya, Egypt and Bahrain.                                                                   |
| <b>What</b>   | The protests were based mainly on wanting leader and government changes.<br>Protesters wanted increased democracy and cultural freedom                                          |
| <b>How</b>    | The movement was helped due to the use of social media platforms such as Facebook and Twitter.<br>These social media platforms helped to spread messages and organise protests. |

#### What happened after the Arab Spring?



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### 31. Year 8 History: Africa

#### Arab Spring in Tunisia

| Key questions | The Jasmine Revolution                                                                                                                                                                                                                                                                                                                          |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Causes</b> | Mohammed Bouazizi set himself on fire outside a government office building to protest against government corruption.<br>Bouazizi was a fruit seller who was fed up with local officials demanding bribes.<br>Anger over Bouazizi's situation inspired other Tunisians who were suffering due to unemployment, poverty and political inequality. |

| Key questions                | The Jasmine Revolution                                                                                                                                                                                                                                                                                                              |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions of the people</b> | Street demonstrations, rallies and strikes broke out across the country.<br>Protesters used social media, such as Facebook and Twitter, to organise the protests.                                                                                                                                                                   |
| <b>Government response</b>   | Ben Ali (the President of Tunisia) made promises to make social, political and economic changes.<br>His promises did not stop the protests which had swept across the country.<br>Ben Ali and his family fled the country.<br>Tunisians called for his arrest as he had stolen billions of dollars from Tunisia through corruption. |

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### 32. Year 8 History: Africa

#### Arab Spring in Libya

| Key questions | The Libyan Civil War                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Causes</b> | <p>Inspired by events in Tunisia.</p> <p>Colonel Muammar Gaddafi, the head of the government, was seen as very corrupt.</p> <p>He had control over Libya's oil which made up 90% of the country's wealth.</p> <p>Gaddafi was seen as a dictator who violated human rights and supported global terrorist groups.</p> <p>In 2009 and 2011 Libya was voted the most censored country in the Middle East and North Africa.</p> |

| Key questions                | The Libyan Civil War                                                                                                                                                                                                                                                                                                                                     |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions of the people</b> | <p>There were street demonstrations and protests all over Libya.</p> <p>Violence was used such as: petrol bombs, throwing rocks and setting fire to police and security buildings.</p> <p>A website was set up which aimed to replace the government.</p>                                                                                                |
| <b>Government response</b>   | <p>Gaddafi ordered the army to use violence against protesters.</p> <p>Gaddafi imprisoned tens of thousands of protesters.</p> <p>Countries across the world (including the UK) used the air force and navy to support the protesters.</p> <p>Gaddafi was killed by the new National Transitional Council (new government) on the 20th October 2011.</p> |

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### 33. Year 8 History: Africa

#### Arab Spring in Egypt

| Key questions | The Egyptian Revolution                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Causes</b> | <p>Inspired by events in Tunisia, and Libya.</p> <p>Protesters in Egypt demanded the President, Hosni Mubarak be overthrown.</p> <p>Many protesters were against increasing police brutality (violence) during the years of Mubarak's rule.</p> <p>People were angry about the lack of political freedom, freedom of speech, government corruption, unemployment, high price of foods and low wages.</p> |

| Key questions                | The Egyptian Revolution                                                                                                                                                                                                                                                |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions of the people</b> | <p>Methods used by the protesters included: demonstrations, marches, occupying certain areas (refusing to move), violence and strikes (this was mainly workers and trade unions).</p>                                                                                  |
| <b>Government response</b>   | <p>Many protesters were attacked by military police.</p> <p>Over 846 people were killed and over 6,000 injured.</p> <p>On the 11th February 2011 President Mubarak stepped down.</p> <p>He was arrested and interrogated in May 2011 for his actions as president.</p> |

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### 34. Year 8 History: Africa

#### Arab Spring in Syria

| Key questions Syrian Civil War |                                                                                                                                                                                         |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Causes                         | Inspired by events in Tunisia, Libya and Egypt.                                                                                                                                         |
|                                | Bashar Al-Assad (Syrian President) created a new constitution (set of rules) in 1973 which did not require the president of Syria to be a Muslim; which angered the Muslim Brotherhood. |
|                                | There was a drought (very little/no rain) which lasted from 2006-2011 which led to many dying of famine (starvation).                                                                   |
|                                | People in Syria did not have freedom of speech and public gatherings of more than 5 people could lead to imprisonment.                                                                  |

| Key questions Syrian Civil War |                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Actions of the people          | Protesters protested in the streets and burned down important government buildings.                                               |
|                                | A Civil War broke out in Syria- it is still going on today.                                                                       |
| Government response            | America and Turkey support the protesters with weapons, soldiers and airstrikes.                                                  |
|                                | The army used tanks, guns and other weapons against the protesters -1,000 civilian had died by May 2011.                          |
|                                | Russia and Iran both support Assad and provide weapons, air strikes, training and intelligence sharing (giving them information). |
|                                | More than 400,000 people have been killed in Syria so far.                                                                        |

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### 35. Year 8 History: Africa

#### Impact of the Arab Spring

| Positives                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------|
| The Arab Spring movement inspired other movements such as the Occupy movement and the Spanish Indignados Movement .                      |
| The protests across the Arab world showed that the actions of ordinary people could lead to the removal of leaders who were corrupt.     |
| Many of the demands of the Egyptian protesters have been met such as: rise in the minimum wage, ending curfew and the arrest of Mubarak. |

| Negatives                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| In Syria, due to the Civil War, the terrorist group (Islamic State/IS) has increased in power.                                                          |
| In August 2013 hundreds were killed by a chemical weapon fired over homes in Damascus in Syria.                                                         |
| The overthrow of leaders in Egypt, Tunisia and Libya has created conflict between groups in the countries about how the new government should function. |
| Economic problems (unemployment and poor wages) which had caused the protests have not improved for many ordinary people.                               |
| The UN has warned that the rising violence in Libya could cause a full-scale civil war.                                                                 |

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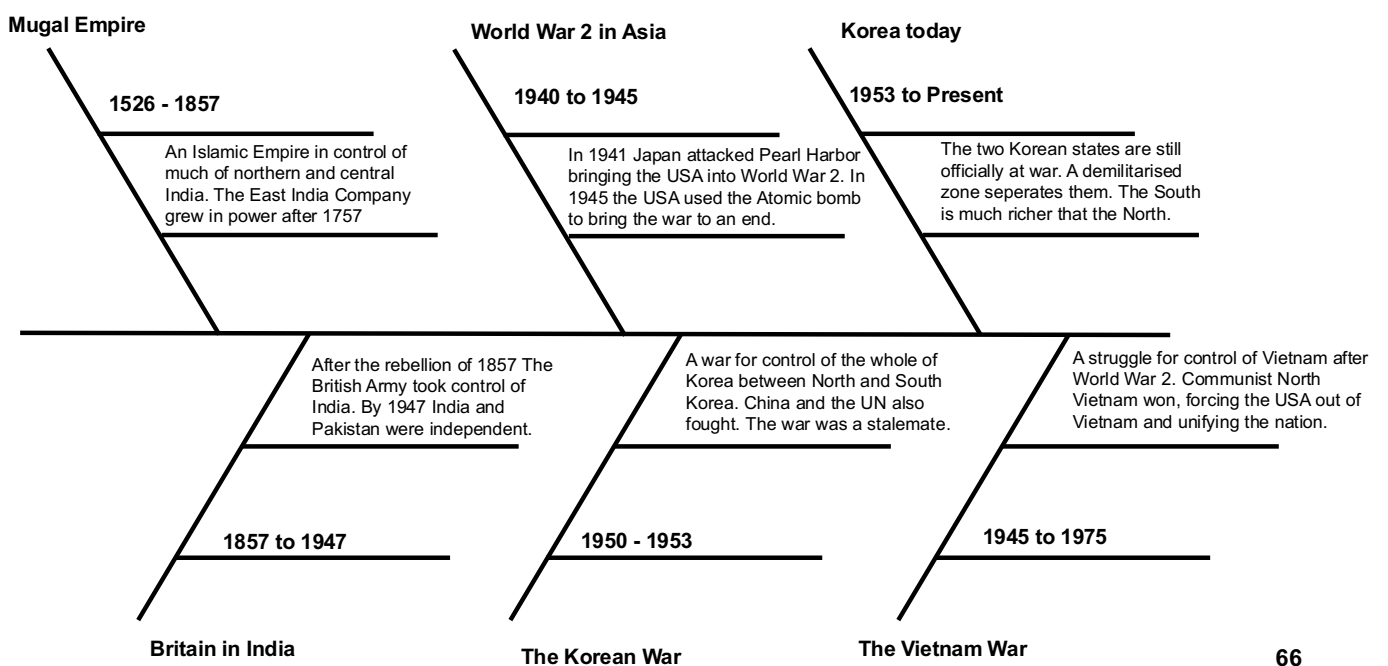
# Year 8 History

## Asia

The world's largest and most populous continent which borders Europe to the west, with the Indian Ocean to the south and Pacific Ocean to the east of it.

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### 1. Year 8 History: Asia Unit Overview



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## 2. Year 8 History: Asia

### The Mughal Empire

#### The Mughal Empire

**When** 1526 - 1857

**Economy** By 1600 it had the largest Economy in the world, richer than all of Europe and also China.

 It had one currency, the Rupee, and a well organised tax system.

The economy was based on agriculture but industry was developing.

The Mughals built a road system to help trade develop.

Growth of the Mughal Empire, 1526-1707



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## 3. Year 8 History: Asia

### The Mughal Empire

#### The Mughal Empire

**Society** The Mughal Empire had many large urban cities with populations over 500,000.

The Empire had a feudal system with the Emperor at the top, then Chieftains called Zamindars next.

The Emperors were Muslim but usually treated Hindus as equals.

The Empire was divided into regions called Subah.

#### The Mughal Empire

**Legacy** The Mughals brought Persian influence to India.

They developed arts in particular architecture

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creating buildings such as the Taj Mahal.

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#### 4. Year 8 History: Asia

##### The East India Company

| Key question | Details                                                                                                                                                                                                                                                               |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When         | 1600 - 1858 AD                                                                                                                                                                                                                                                        |
| Origins      | The Company was set up in 1600 and granted a charter by Queen Elizabeth I. It was set up to organise trade with the East Indies, Asia. The East India company got permission of the Mughal Emperors to set up trading stations called Factories in the Mughal Empire. |

| Key question | Details                                                                                                                                                                                                                                                                                     |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Growth       | Set up its own army in India and employed local soldiers called Sepoys.<br>Fought against other European traders and local rulers.<br>1757 Battle of Plassey gave it control over Bengal, although the Mughal Emperors were officially in charge.<br>It's power over India grew until 1857. |

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#### 5. Year 8 History: Asia

##### The Indian Rebellion

| Key question | Details                                                                                                                                                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When         | 1857 - 1858 AD                                                                                                                                                                                               |
| Origins      | Many Indian soldiers did not like fighting other Indians.<br>The Company did not respect Indian traditions and religions.<br>People objected to the Company's high taxes.<br>There had been famines in India |

| Key question | Details                                                                                                                                                                                                                                                                                                            |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Result       | The Rebellion was brutally put down with public execution of many rebels. The last Mughal Emperor was deposed in 1857. The British called the Rebellion a Mutiny.<br>The British Government took control of India and the East India Company was wound up.<br>In 1876 Queen Victoria was crowned Empress of India. |

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## 6. Year 8 History: Asia

### The British Raj

| Key question   | Details                                                                                                                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b>    | 1858 AD – 1947 AD                                                                                                                                                                                                           |
| <b>Origins</b> | The Indian National Congress was set up in 1885. By the early 20 <sup>th</sup> Century it was campaigning for Independence.<br>Indian people were fed up with high taxes, famine and being treated unfairly by the British. |

| Key question  | Details                                                                                                                                                                                                                                                                                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Growth</b> | The British sometimes dealt with protest very harshly, including in 1919 a massacre of peaceful protesters.<br>From 1921 Congress was led by Mahatma Gandhi. He organised a very successful, non-violent campaign.<br>Gandhi organised events like the Salt March that attracted the attention of the World's media. |

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## 7. Year 8 History: Asia

### Indian Independence

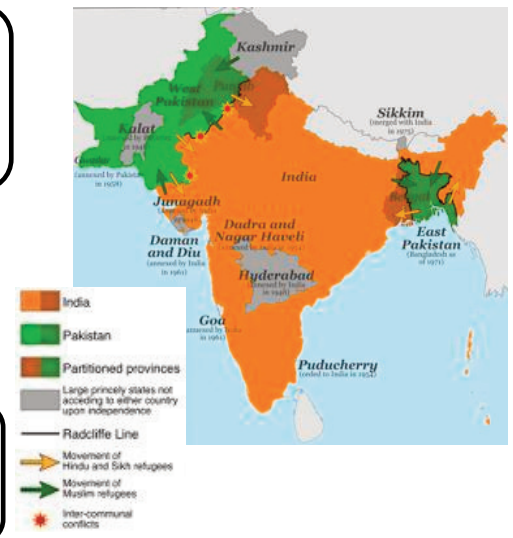
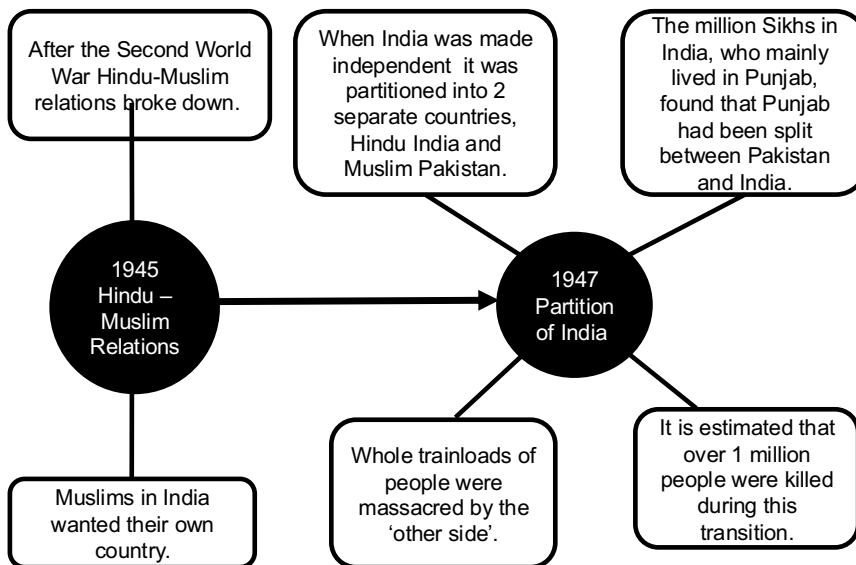
| Towards Independence |                                                                                                                                                                                          |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talks</b>         | The British Government invited Gandhi and other Indian leaders to the Round Table Conferences in London. The talks failed.                                                               |
| <b>Split</b>         | Indian Muslims increasingly called for a separate state for areas where the majority were Muslim. The state was to be called Pakistan. The Muslim League was led by Muhammad Ali Jinnah. |

| Towards Independence |                                                                                                                                                                                      |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>War</b>           | Gandhi stated that Britain could not claim to fight for freedom while refusing to give India freedom.<br>The war bankrupted Britain. They could not afford to control India anymore. |
| <b>1947</b>          | In August 1947 British rule of India ended. The States of India and Pakistan were set up.                                                                                            |

72

## 8. Year 8 History: Asia

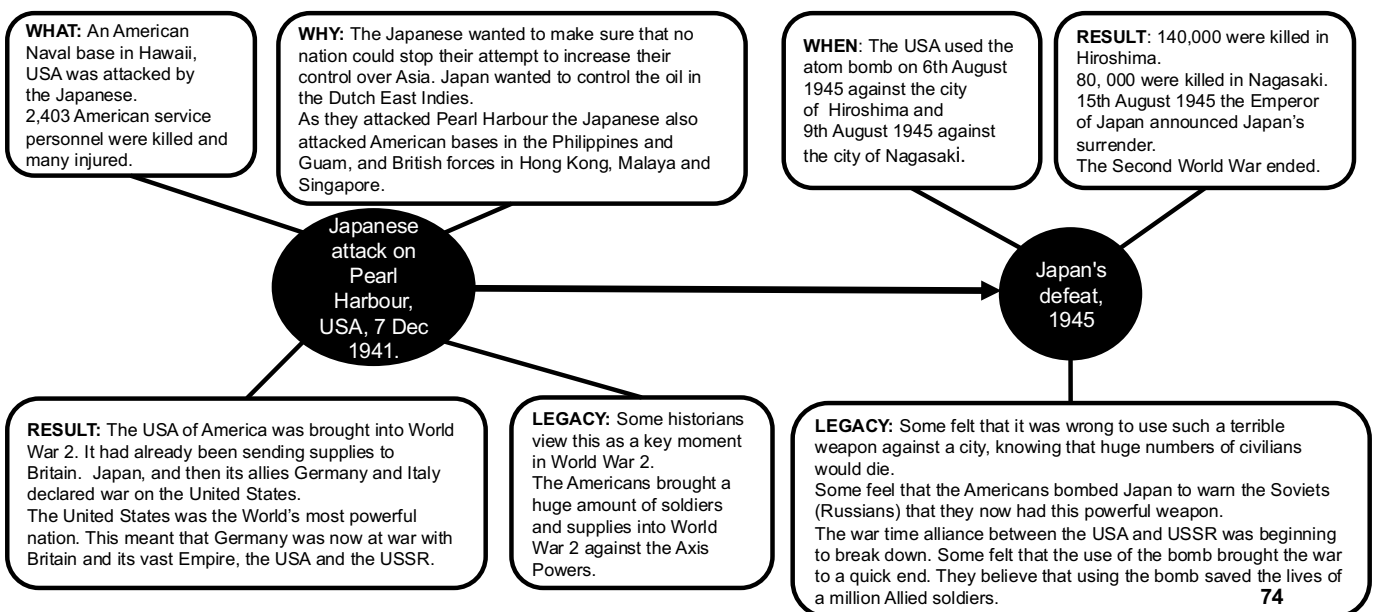
### Partition of India



73

## 9. Year 8 History: Asia

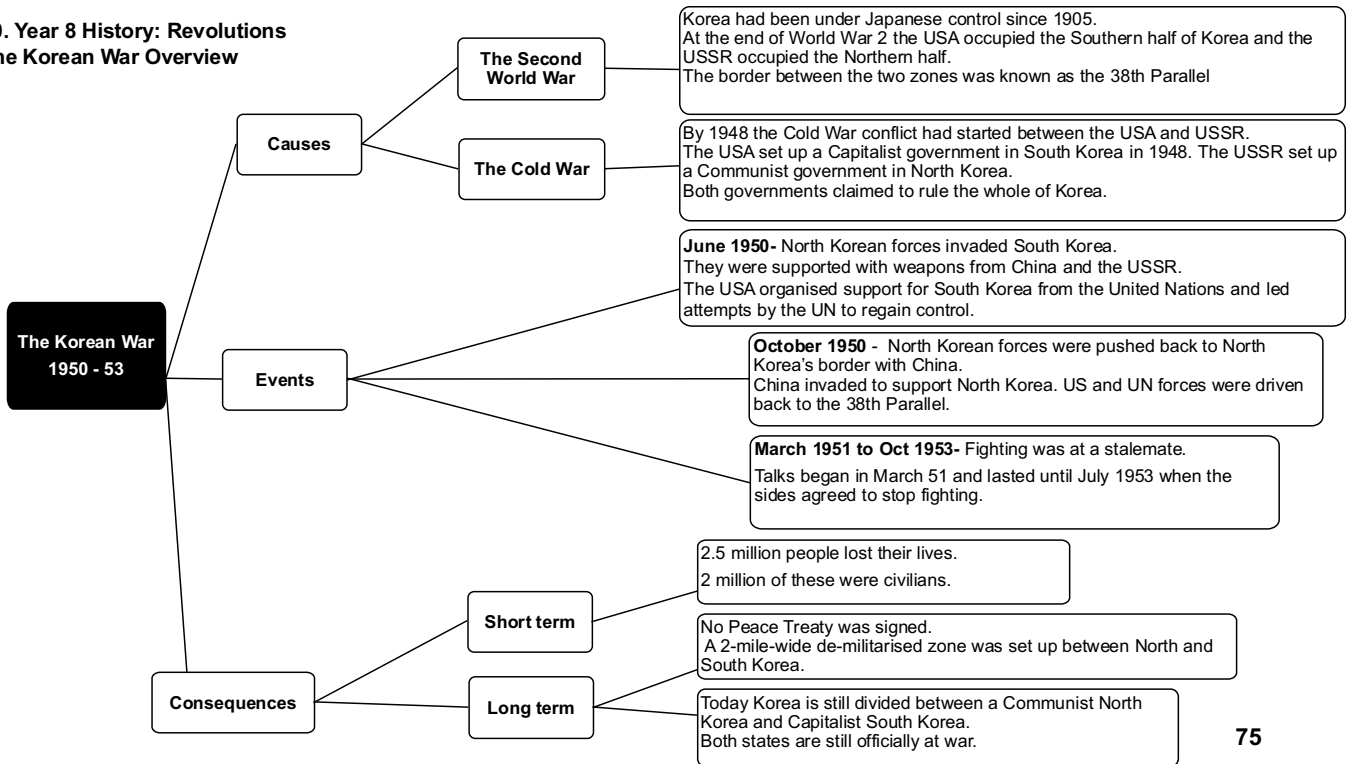
### Conflict between the USA and Japan in World War 2



74

## 10. Year 8 History: Revolutions

### The Korean War Overview



75

## 11. Year 8 History: Asia

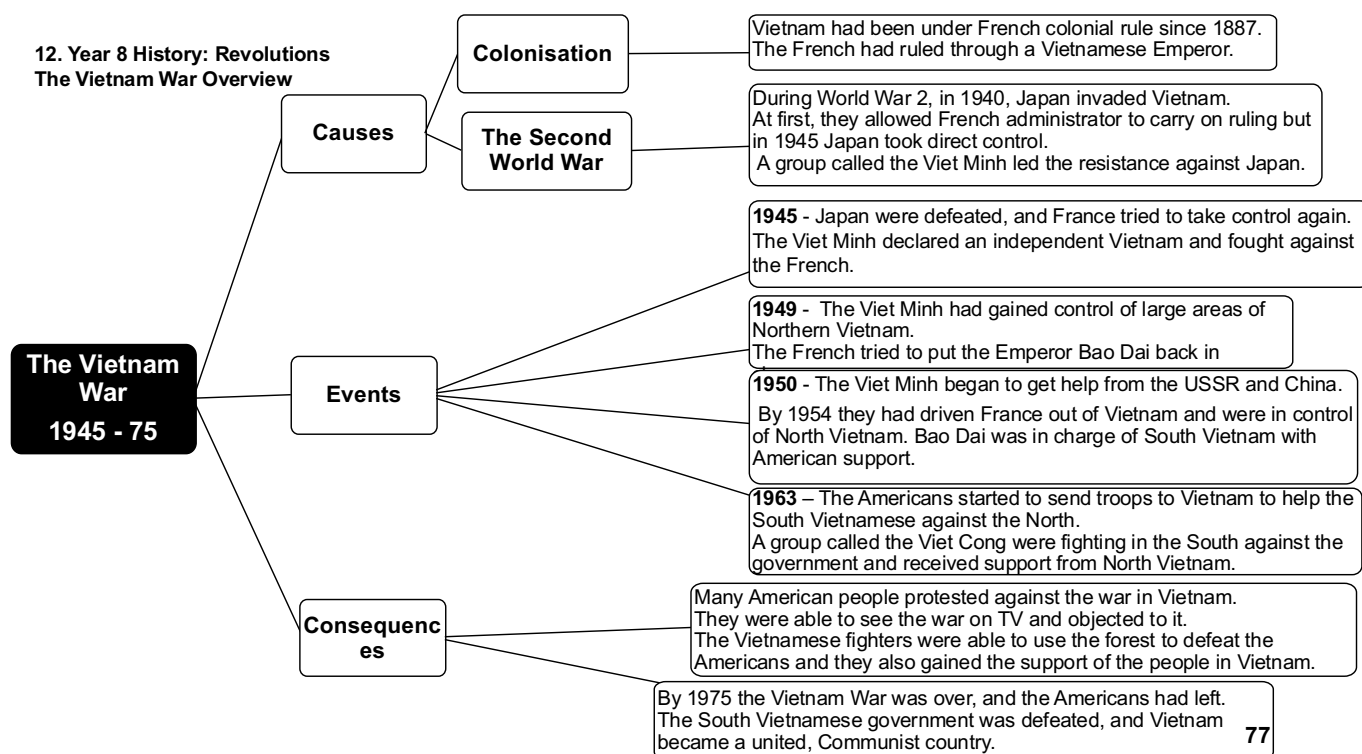
### Korea today

| Part of Korea      | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>North Korea</b> | <p>Still a Communist state ruled by Kim Jong-un. His father and grandfather ran North Korea before him.</p> <p>North Korea spends a large amount of its income on its military.</p> <p>It has developed missiles and has the Atomic bomb.</p> <p>It is a very poor, under-developed country.</p> <p>It has a very poor Human Rights record.</p> <p>China (also Communist) is now its only real ally but is often embarrassed by North Korea's behaviour.</p> |

| Part of Korea        | Details                                                                                                                                                                                                                                                                      |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>South Korea</b>   | <p>Still a Capitalist country. Now a democracy with a good recent Human Rights record.</p> <p>It is one of the World's most Economically developed nations.</p> <p>It has a strong military. It is allied to the USA and American troops are still based in South Korea.</p> |
| <b>Problem today</b> | <p>North Korea keeps testing and developing its missiles despite international condemnation, including from China.</p> <p>It tests the weapons by firing them over Japan and across the Pacific Ocean towards the USA.</p>                                                   |

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## 12. Year 8 History: Revolutions The Vietnam War Overview



77

## 13 Year 8 History: Asia

### The Origins of the Vietnam War

| Dates          | Key Events                                                                                                                                                                                                                              |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1887           | Vietnam was under French control as a part of French Indo-China. France ruled through the local Emperor.                                                                                                                                |
| Sept 1940      | Japan invaded Vietnam but kept the French administration in charge. Japan was allied to Germany in World War 2                                                                                                                          |
| March 1945     | Japan took control of Vietnam. A Vietnamese group, the Viet Minh, fought against Japan with American support.                                                                                                                           |
| September 1945 | Japan was defeated in World War 2. The leader of the Viet Minh declared the existence of the Democratic Republic of Vietnam. However British and French troops restored French control. The Viet Minh fought back from the hilly areas. |

| Dates | Key Events                                                                                                                                                                                                   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1949  | The French tried to put the Emperor Bao Dai back in charge of Vietnam as an alternative to the Viet Minh who were gaining power over North Vietnam.                                                          |
| 1950  | China and the USSR recognised the Viet Minh as the Government of North Vietnam and provided them with weapons. Fighting continued until 1954.                                                                |
| 1954  | The French were forced out of Vietnam after the Battle of Dien Bien Phu. Vietnam became independent but the Viet Minh were in charge in the North. Bao Dai was in charge of the South with American support. |



## 14. Year 8 History: Asia

### The Vietnam War 1955 – 1975.

#### Vietnam War 1955 - 1975

The Vietnam War was fought between North Vietnam and South Vietnam for control of the whole nation.

The USA supported South Vietnam and from 1963 were sending troops to support the South Vietnamese.

China and the USSR supported North Vietnam and their allies in South Vietnam, a group of fighters called the Viet Cong.

By 1975 the Americans and South Vietnamese had lost. Vietnam was united under the North Vietnamese government.

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## 15. Year 8 History: Asia

### The Vietnam War: Why did the Americans lose?

#### Reasons for American defeat.

|                                |                                                                                                                                                                 |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Losing Hearts and Minds</b> | The poor treatment of South Vietnamese villagers turned them against their government. They began to support and join the Viet Cong.                            |
| <b>Landscape</b>               | The Viet Cong and North Vietnamese knew and used the landscape well. They used the dense forest well and were able to launch surprise attacks on the Americans. |
| <b>Lack of Will</b>            | By 1973 American politicians had given up.                                                                                                                      |

#### Reasons for American defeat.

|                                |                                                                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lack of Support at home</b> | There were many protests in the USA against American involvement in the War. Some Americans refused to serve e.g. Muhammad Ali, the boxer.                               |
| <b>Media coverage</b>          | American news broadcasters were not censored. Americans were turned against the war by the coverage, particularly footage of the behaviour of the South Vietnamese army. |

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# Year 8 History

## Persecution

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

### 1. Year 8 History: Persecution Unit Overview

#### Jews

1<sup>st</sup> Century CE

Jews were massacred by the Romans in Jerusalem after their unsuccessful revolt.

#### Crusades in the Holy Land

1096-1291

Christians and Muslims fought over the Holy Land for 200 years.

When the Christians re-took Jerusalem, they murdered the Muslims and Jews in the city.

#### Mongolians and Genghis Khan

1206-1405

The Mongols conquered land in Asia and Europe.

It is estimated between 20-57 million people were killed.

Christians throughout the Roman Empire were persecuted and killed

64-313 CE

#### Romans and Christians

1290 Edward I expelled all Jews from England.

1189 & 1190 there were massacres of Jews in London and York.

1070-1290

#### Jews in England

By 1900 the Native population has decreased by 80%.

Europeans began to colonise America. They brought new diseases to and fought with the Native Americans.

1491-1900

#### Native people of America

## 2. Year 8 History: Persecution Unit Overview

### Muslims in Spain

1500-1526

For 700 years Spanish and Portuguese fought to expel the Muslims from the Iberian Peninsula.

Once this had been achieved, they forced over half a million Muslims to convert to Christianity.

### Galileo in Italy

1633

His book stated that the Earth orbited the sun, this challenged the Church.

Galileo was kept under house arrest until his death in 1642.

### Aboriginal people in Australia

1788-onwards

Europeans came into conflict with the native Aboriginal people.

Of 250 languages used by the Aboriginal people only around 125 survive today.

Due to religious persecution at home the Puritans left England and founded a colony in America.

1620

### Pilgrims to North America

100,000s of Irish people were killed.

Ireland had supported the King in the Civil War, Cromwell invaded to gain control again.

Cromwell:  
1649-1653

### Persecution in Ireland

Mainly enforced in the southern states of America but there was still racism across the country.

Segregated (separated) white Americans from African-Americans.

1877-1964

### Jim Crow

83

## 3. Year 8 History: Persecution Unit Overview

### Apartheid in South Africa

1948-1991

South Africa was racially segregated.

The system ensured the minority whites held power in the country and a higher status in society.

### Rwandan Genocide

1994

Hutu groups attacked Tutsi groups and moderate Hutu's

Between 500,000-1 million people were murdered.

The Nazis and other persecuted and eventually murdered 6 million Jewish people.

1933-1945

### Final Solution

Up to 2 million people were murdered.

Pol Pot became leader and ordered the murder of any opponents.

1975-1979

### Cambodian Genocide

84

#### 4. Year 8 History: Persecution

##### Crusades

| Crusade/Event              | Date             | Description                                                                                                                                                                                        |
|----------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Council of Clermont</b> | <b>1095</b>      | Pope Urban II asked Christians to go to Holy Land and take Jerusalem.                                                                                                                              |
| <b>First Crusade</b>       | <b>1096-1099</b> | The most successful crusade captured much of the Holy Land.                                                                                                                                        |
| <b>Taking of Jerusalem</b> | <b>1099</b>      | After Jerusalem was taken thousands of Jews and Muslims were murdered.                                                                                                                             |
| <b>Third Crusade</b>       | <b>1189-1192</b> | Richard the Lionheart set out to take back Jerusalem from the Muslim forces who had re-captured it in 1187.<br><br>He failed but did agree with the Muslims that Christians could go to Jerusalem. |

| Crusade/Event                                   | Date             | Description                                                                                       |
|-------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------|
| <b>Fourth, fifth, sixth and seventh crusade</b> | <b>1202-1250</b> | All failed to re-take Jerusalem.                                                                  |
| <b>Fall of Acre</b>                             | <b>1291</b>      | This was the Christian last city in the Holy Land.<br><br>It was captured by the Muslims in 1291. |

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#### 5. Year 8 History: Persecution

##### Ireland

| Date                   | Event                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>400AD-432AD</b>     | Conversion of Irish paganism to Christianity.                                                                                                      |
| <b>Norman Conquest</b> | Henry II's invasion and raids of Ireland led to both 'England' and Ireland being ruled by the same king for the first time.                        |
| <b>Tudors</b>          | Henry VIII declares himself King of Ireland.<br><br>English Protestant were encouraged to move to Catholic Ireland.                                |
| <b>1640</b>            | 25,000 English and Scots encouraged to go and live in Ireland.<br><br>Aim was to 'civilise' the Irish people by making their culture more English. |

| Date                  | Event                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1649</b>           | After the English Revolution Cromwell led an army of 12,000 to 'deal' with the Irish people                                                                                                                                                                                                                                                                                                          |
| <b>September 1649</b> | Siege of Drogheda<br><br>When Cromwell's forces took Drogheda lots of Irish soldiers and civilians were murdered.                                                                                                                                                                                                                                                                                    |
| <b>1653</b>           | Under Cromwell the people of Ireland were persecuted: <ul style="list-style-type: none"> <li>• He took land from the Irish Catholics and gave it to English Protestants.</li> <li>• Irish Catholics were not allowed to serve in Parliament or marry Protestants.</li> <li>• His reign saw 40-60% of the Irish population die of famine, torture or they were killed by the English army.</li> </ul> |

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## 6. Year 8 History: Persecution

### Ireland continued

| Date                                       | Event                                                                                                                                                                        |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1798                                       | British government massacred those involved in a rebellion in Ireland.<br><br>The leaders were burnt alive or hung for treason.                                              |
| 18 <sup>th</sup> -19 <sup>th</sup> century | The Irish language was banned from society and education.                                                                                                                    |
| Victorian                                  | Ireland suffered due to a disease which affected potato crops.<br><br>This was known as the Great Potato Famine.<br><br>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.<br><br>British Army broke the Rules of Engagement when they open fired and killed people without due reason.          |

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## 7. Year 8 History: Persecution

### Natives in America

| Date       | Event                                                                                                                                                            |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1600-1700s | European settlers in the East had begun to force Native Americans to move towards the East.                                                                      |
| 1828       | Andrew Jackson became US President and promised to deal with the 'Indian problem'.                                                                               |
| 1830       | Gold was discovered in Georgia.<br><br>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.<br><br>The Supreme Court said the law was illegal, the President ignored them. |

| Date       | Event                                                                                                                                                                                                                 |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 1838   | 7000 troops arrived to forcibly remove the Cherokee.<br><br>This was the beginning of the Trail of Tears.                                                                                                             |
| March 1839 | The Cherokee arrive in their new home in Oklahoma.<br><br>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.<br><br>From this point on more and more Native Americans were forced from their homelands onto reservations. |

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## 8. Year 8 History: Persecution

### Jim Crow

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

| Jim Crow Laws |                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What?</b>  | African Americans were to have separate facilities to white Americans, such as: seats on the bus, public toilets, public water fountains, schools, libraries, churches, seats/entrances to the theatre, places refused to serve African Americans and many others.<br>African Americans were not treated equally in the south.<br>Many moved north and to the west to escape these restrictive laws. |

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## 9. Year 8 History: Persecution

### Holocaust: before the Second World War

| Date | Event                                   | Detail                                                                                                                                                              |
|------|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1924 | <b>Mein Kampf</b>                       | Hitler wrote Mein Kampf (my struggle) in which he set out his views about the Jews and what should happen to them.                                                  |
| 1933 | <b>Hitler comes to power in Germany</b> | Immediately he begins to introduce anti-Semitic laws and propaganda into Germany.                                                                                   |
| 1935 | <b>Nuremberg Laws</b>                   | The Nazis passed the laws which stated:<br>-Jews were no longer citizens of Germany (this meant they lost many rights)<br>-Jews could no longer marry other Germans |
| 1936 | <b>Laws against Jews</b>                | Jews must hand in all bikes and radios that they own.                                                                                                               |

| Date | Event                         | Detail                                                                                                                                                                                                                            |
|------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1938 | <b>Kristallnacht</b>          | Goebbels blamed the Jews for the death of a German diplomat in Paris.<br>This unleashed a wave of violence.<br>Synagogues, businesses and homes were all destroyed and 26,000 Jews were arrested and sent to concentration camps. |
| 1939 | <b>Start of World War Two</b> | This meant many more Jews were living within the German Empire. A new solution was needed to deal with them.                                                                                                                      |

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## 10. Year 8 History: Persecution

### Holocaust: During the Second World War

| Date    | Event          | Detail                                                                                                                                                                                                                                  |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1939    | Ghettoes       | The Nazis began to round up the Jews in certain areas and force them to live in walled off areas of cities (ghettos) in appalling condition (little food and medicine).<br><br>One such example of this was the Warsaw ghetto in Poland |
| 1939-41 | Einsatzgruppen | SS killing squads followed behind the army rounding up the Jews and transporting them to mass graves where they would be shot and buried.                                                                                               |

| Date | Event                | Detail                                                                                                                                                                                                                                                                                                                                                                |
|------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1942 | Final Solution       | The Nazi leaders decided that the killing squads were not quick enough and the men started to complain that the mass shootings were affecting them psychologically.<br><br>Leading Nazis met at Wannsee to decide the Final Solution.<br><br>A series of death camps were to be set up where Jews would be killed in the gas chambers and then burnt in incinerators. |
| 1945 | End of World War Two | 6 million Jews have been murdered during the Holocaust.                                                                                                                                                                                                                                                                                                               |

## 11. Year 8 History: Persecution

### Holocaust: Key terms

| Key terms          | Definition                                                                                                                                  |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Holocaust          | Persecution and murder of European Jews during 1933-1945                                                                                    |
| Einsatzgruppen     | Killing squads sent to massacre Jews                                                                                                        |
| Ghetto             | Walled off area of a city where Jews were forced to live in horrendous conditions.                                                          |
| Concentration Camp | Camp where people were forced to work long hours with little food and rest. This led to some inmates dying from the conditions in the camp. |

| Key terms      | Definition                                                                                       |
|----------------|--------------------------------------------------------------------------------------------------|
| Sonderkommando | Work units of Jews that were forced to empty the gas chambers and dispose of the bodies.         |
| Death Camp     | Camp where Nazi enemies would be murdered in gas chambers on arrival.                            |
| Auschwitz      | Death camp in Poland.                                                                            |
| Propaganda     | Biased information to give only one side.<br><br>Nazis used this to portray the Jews negatively. |

## 12. Year 8 History: Persecution

### Apartheid

| Date        | Event                                                                                                                              |
|-------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1910        | The Union of South Africa was formed.                                                                                              |
| 1948        | The National Party won the election and brought in white rule (Apartheid) in South Africa.                                         |
| 1952        | Nelson Mandela led a campaign of defiance against Apartheid. People refused to follow the segregation laws and many were arrested. |
| 1953        | 64 Rands was spent on white pupils but just 9 Rands on black pupils.                                                               |
| 1959 & 1960 | Further demonstrations were held. On one march the police opened fire and 69 people were killed.                                   |

| Date | Event                                                                                                                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1962 | Mandela was arrested and sentenced to 27 years in prison.                                                                                 |
| 1976 | Soweto uprising by students. Police fire and kill two protestors however students continue to protest into the 1980s.                     |
| 1989 | F.W. de Klerk becomes President and begins to introduce a series of reforms that will eventually lead to the end of Apartheid.            |
| 1990 | Mandela was released from jail.                                                                                                           |
| 1994 | South Africa holds its first nationwide ballot. Mandela is elected as President of South Africa, bringing the era of Apartheid to an end. |

## 13. Year 8 History: Persecution

### Apartheid

| Key rules during Apartheid                                                       |
|----------------------------------------------------------------------------------|
| Marriages between whites and blacks was not allowed.                             |
| The police had the power to arrest without evidence.                             |
| Black pupils were not expected to continue in school beyond primary level.       |
| Public spaces were segregated, for example; cinemas, beaches, buses and toilets. |

## 14. Year 8 History: Persecution

### Cambodian Genocide: Events

| Date  | Event                                                                                         |
|-------|-----------------------------------------------------------------------------------------------|
| 1953  | Cambodia becomes independent from France.                                                     |
| 1969- | Vietnam War bombing                                                                           |
| 1970  | US bombs Cambodia as part of the war.<br>This bombing helps the Khmer Rouge in the civil war. |
| 1975  | Pol Pot and the Khmer Rouge come to power in Cambodia                                         |

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

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

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## 15. Year 8 History: Persecution

### Cambodian Genocide: Pol Pot

#### Key rules under Pol Pot

'Year Zero' the country was meant to start all over again.

Cities were cleared. People were sent to the countryside to work on farms.

Religion was banned.

Money was banned.

Children were taken from parents and re-educated.

Middle class, teachers, lawyers, doctors and people who spoke a foreign language were all treated as threats and sent to the Killing Fields.

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## 16. Year 8 History: Persecution

### Rwandan Genocide: Events

| Date | Event                                                                                                                                        |
|------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1894 | Germany colonises Rwanda.<br>They favour the Tutsi minority.                                                                                 |
| 1916 | Belgium gain Rwanda after WW1.<br>They also gives the Tutsi more power even though they account for around 10% of the population.            |
| 1962 | Rwanda gains independence from Belgium.<br>The Belgium's leave the Hutu's in charge.<br>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.<br>A civil war begins, anti-Tutsi propaganda is spread. |
| 6th April 1994   | Rwanda's President plane is shot down, the Tutsi are blamed.<br>Hutu militias use this as an excuse to start a Genocide.                          |
| April- July 1994 | Hutu militias kill 800,000 Tutsi and some Hutus.<br>The killings are carried out by hand using machete and clubs.                                 |

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## 17. Year 8 History: Persecution

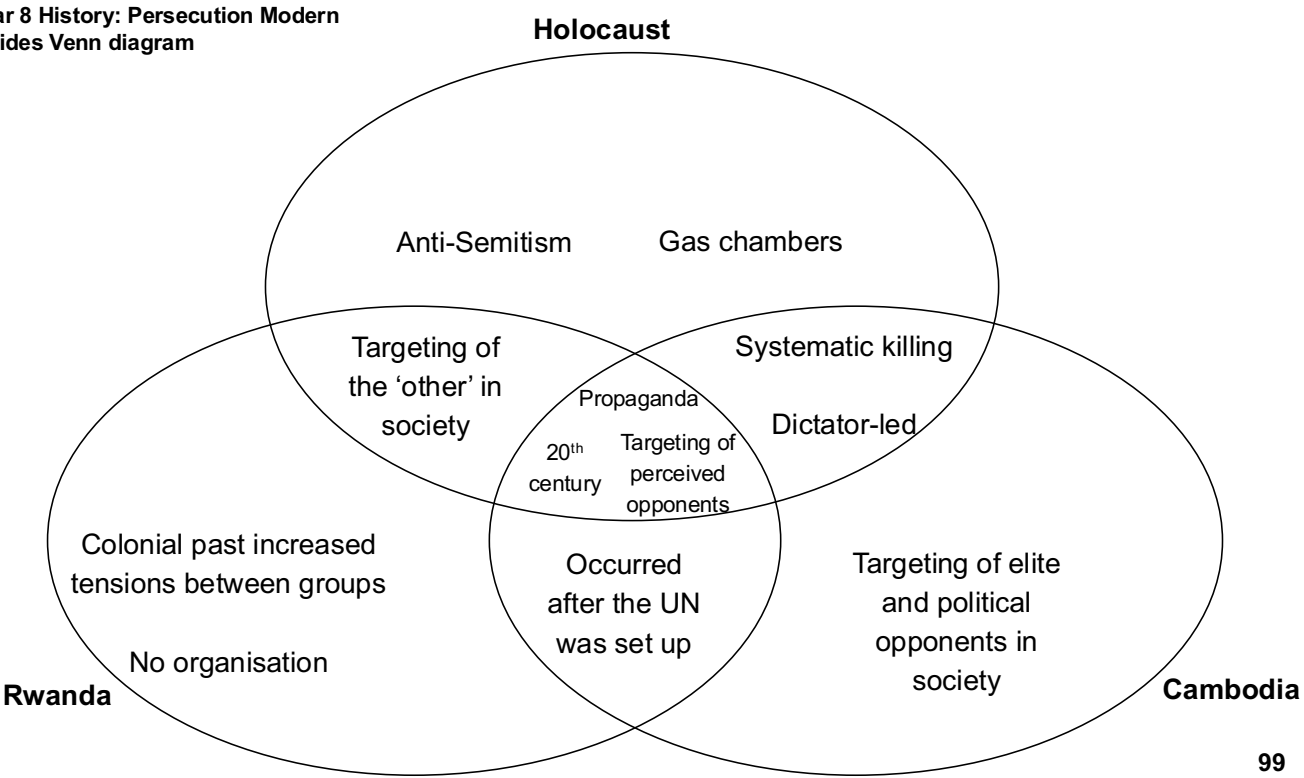
### Rwandan Genocide: Events and key terms

| Date      | Event                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 1994 | Ten United Nations peacekeepers were killed trying to stop the violence.<br>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.<br>The main victims of the 1994 Rwandan Genocide. |
| Genocide  | The deliberate killing of a large group of people, especially those of a particular ethnic group or nation.                                                   |

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**Year 8 History**

**Issues in the Modern World**

## 1. Year 8 History: Issues in the Modern World

### Why is there conflict in the Middle East?

| Date | Event                                                                | Description                                                                                                                                                                                |
|------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1948 | May: UN partition plan and start of 1 <sup>st</sup> Arab-Israeli war | The new state of Israel was created from around 55% of previously Palestinian lands. Neighbouring countries immediately attacked, provoking a war which Israel won.                        |
| 1956 | The Sinai-Suez War                                                   | Israel attacked Egypt, supported by Britain and France. Israel won the war. The UN forced them to give back land gained, but UN forces stayed to police the borders, and provide security. |

| Date     | Event                    | Description                                                                                                                                                    |
|----------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1967     | Six Day War              | Israel won a quick victory against the combined Arab armies of Egypt, Jordan and Syria. Israel tripled in size as a result, gaining full control of Jerusalem. |
| 1964-80s | PLO terrorist activities | Some Palestinians turned to terrorism because they thought they could not win a war.                                                                           |

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## 2. Year 8 History: Issues in the Modern World

### Why is there conflict in the Middle East?

| Date      | Event                | Description                                                                                                                                                        |
|-----------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| From 1947 | Palestinian refugees | There are believed to be around four million Palestinian refugees living in neighbouring Arab countries and elsewhere, as a result of wars and Israeli occupation. |

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### 3. Year 8 History: Issues in the Modern World

#### Why is there conflict in the Middle East?

| Date      | Event                                                | Description                                                                                                                                                                        |
|-----------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| From 1967 | Israelis built settlements in Gaza and the West Bank | The land used for settlements now makes up about 40% of the West Bank. The settlements in Gaza were demolished by the Israeli government in 2005, as part of the peace agreements. |
| 1987      | First Intifada                                       | Angry, young Palestinians began to throw stones at Israeli settlers and troops. Israel responded by use of force.                                                                  |

| Date    | Event        | Description                                                                                                                                                                                                          |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1993-95 | Oslo Accords | These were peace agreements that created the Palestinian National Authority. Palestinians had finally got back land, but not a state. Some were still angry, and joined Hamas, which continued terrorist activities. |

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### 4. Year 8 History: Issues in the Modern World

#### Why is there conflict in the Middle East?

| Date | Event                                                                                                       | Description                                                                                                                                 |
|------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 2003 | Israel began a barrier wall around the settlements to protect their security                                | The UN has ruled that this wall is illegal because it prevents Palestinians from travelling freely in their lands. Discussions are ongoing. |
| 2011 | Palestinians asked the UN for recognition as a state. President Obama said there must be peace talks first. | The USA is threatening to cut off aid to the Palestinian Authority if its leaders continue to make demands.                                 |

| Date | Event                                                          | Description                                                                                             |
|------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 2017 | President Trump recognises Jerusalem as the capital of Israel. | Israel and Palestine both had claims on Jerusalem and most countries used Tel Aviv as Israel's capital. |

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## 5. Year 8 History: Issues in the Modern World

Is the UN pointless?

| Institution             | Function                                                                                                                                                                           |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Assembly</b> | All members have a vote.<br>Passes the budget.<br>Can discuss issues and try to create solutions.                                                                                  |
| <b>Security Council</b> | 15 member, 5 permanent (UK, USA, Russia, China & France).<br>Vote on peace keeping missions and use of force by UN members.<br>5 permanent members have a veto over all decisions. |

| Institution                           | Function                                                                               |
|---------------------------------------|----------------------------------------------------------------------------------------|
| <b>International Court of Justice</b> | To provide legal advice to members.<br>To settle any disputes between members legally. |

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## 6. Year 8 History: Issues in the Modern World

Is the UN pointless?

| Key studies of peace keeping missions | Cote d'Ivoire                                                                                                                   |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Why the UN went?</b>               | In 2004 the country was in civil war.                                                                                           |
| <b>What they did?</b>                 | 6000 peacekeepers were deployed in 2004.<br>70,000 combatants were disarmed.<br>Peaceful presidential elections could go ahead. |
| <b>Results</b>                        | Ivorian armed forces have been trained and strengthened.<br>Now one of the fastest growing economies in Africa at 9%            |

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## 7. Year 8 History: Issues in the Modern World

### Is the UN pointless?

| Key studies of peace keeping missions | Liberia                                                                                                                                             |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Why the UN went?                      | Liberia had two civil wars in 1989 and 2003.<br>Half of the population was displaced.                                                               |
| What they did?                        | Between 2003-2018 over 126,000 peacekeepers were deployed.<br>Disarmed over 100,000 combatants.<br>Ensured that displaced people could return home. |
| Results                               | A new Liberia was set up, police and courts were reformed.<br>Liberia's borders became safe and stable.                                             |

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## 8. Year 8 History: Issues in the Modern World

### Is the UN pointless?

| Successes                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| The UN has helped more than 34 million refugees, most recently in Syria and Yemen.                                                                       |
| Since 1948 the UN has led 71 peace keeping missions to help end conflicts and provide security in countries such as El Salvador, Namibia and Tajikistan. |
| The UN has encouraged countries to give up nuclear weapons and has been successful in the cases of South Africa and Kazakhstan.                          |
| Providing vaccination for 58% of children in the World and helping 30 million pregnant women a year.                                                     |

| Successes                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The UN has provided food for 90 million people in over 75 countries.                                                                                                                                                                                                                     |
| UNICEF is dedicated to helping children in the World. UNICEF has helped provide nearly 2 billion people with water; immunised 40% of the world's children, helping to save 3 million lives a year ; and has helped reduce the number of deaths of children under five by 50% since 1990. |

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## 9. Year 8 History: Issues in the Modern World

### Is the UN pointless?

#### Failures

Peace keeping in Somalia failed and the country remains a failed state to the present day.

The UN peace keeping force in Rwanda failed to prevent the genocide in 1994. The UN also did nothing to stop the Cambodian genocide.

In Srebrenica in 1995 UN peacekeepers did nothing as 8000 Muslim men and boys were murdered by Bosnian-Serbian forces during the civil war.

The UN has failed to reach a settlement in the dispute between Israel and Palestine.

#### Failures

After the 2010 earthquake UN aid workers were blamed for spreading cholera which killed more than 10,000 people.

The UN has failed to act to end the war in Yemen largely as the USA is Saudi Arabia's ally and vetoes any proposals put forward.

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## 10. Year 8 History: Issues in the Modern World

### Who is/has been the most dangerous leader in the world today?

| Key question          | Details                                                                                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and title</b> | President Donald Trump (since 2017 until 2021)                                                                                                                                  |
| <b>Country</b>        | United States of America                                                                                                                                                        |
| <b>Army</b>           | 1.3 million soldiers.                                                                                                                                                           |
| <b>Weapons</b>        | USA is the only country to have used nuclear weapons on another country (Japan in WW2).<br>The USA has 3 types of weapons of mass destruction: nuclear, chemical and biological |

| Key question   | Details                                                                                                                                                                                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions</b> | Trump's 'Muslim ban' which was in effect from January 2017 to March 2017 stopped the migration of people from majority Muslim countries like Syria and Iran.<br>During the COVID-19 outbreak in 2020, Trump suggested people should inject themselves with disinfectant to kill the disease. |
| <b>Beliefs</b> | Publicly supported the use of torture on suspected terrorists in America.<br>Trump's Tweets show he thinks climate change is a myth and created by and for the Chinese.                                                                                                                      |

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## 11. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

| Key question          | Details                                                                                                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and title</b> | Supreme Leader of North Korea Kim Jong-un (since 2011)                                                                                                                                                                      |
| <b>Country</b>        | North Korea                                                                                                                                                                                                                 |
| <b>Army</b>           | 950,000 soldiers.                                                                                                                                                                                                           |
| <b>Weapons</b>        | 20-30 nuclear weapons but has the equipment/ materials to make 20-60 more nuclear weapons.<br><br>Also has chemical and biological weapons.<br><br>In 2015, Kim Jong-un suggested North Korea could launch a hydrogen bomb. |

| Key question   | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions</b> | Kim Jong-un rules North Korea as a dictator- elections are not fair.<br><br>People who speak against the government are sent to labour camps where millions have died.<br><br>If someone is found guilty of a crime not only are they punished but also their family members- this is part of the law.<br><br>Kim Jong-un has ordered the execution of his own government ministers and the assassination of his half-brother.<br><br>All communication and media is censored by the state. |

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## 12. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

| Key question          | Details                                                                                                                                                                                           |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and title</b> | President Vladimir Putin (1999 to 2008 and then again in 2012-present)                                                                                                                            |
| <b>Country</b>        | Russia                                                                                                                                                                                            |
| <b>Army</b>           | 900,000 active and 2 million reserves.                                                                                                                                                            |
| <b>Weapons</b>        | Estimated that Russia has 6,500 nuclear weapons and 39,967 tons of chemical weapons.<br><br>It is believed that Putin sold materials to North Korea so they could make their own nuclear weapons. |

| Key question   | Details                                                                                                                                                                                                                                                                                                              |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions</b> | People who oppose Putin are imprisoned.<br><br>Russia is not a member of NATO and Putin has actively worked to discourage countries near Russia from joining NATO.<br><br>Many believe Putin instructed 2 Russian soldiers to poison ex-Russian spy, Sergei Skripal, and his daughter in Salisbury, England in 2018. |
| <b>Beliefs</b> | In 2013 a law known as the 'anti-gay law' was approved which banned all homosexual content in the media.<br><br>The law sparked an increase in violence against people in the LGBTQ+ community in Russia.                                                                                                            |

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### 13. Year 8 History: Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

| Key question          | Details                                                                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and title</b> | Xi Jinping President of the People's Republic of China (since 2013)                                                                                                                                                               |
| <b>Country</b>        | China                                                                                                                                                                                                                             |
| <b>Army</b>           | 2 million active soldiers and 500,000 reserves.                                                                                                                                                                                   |
| <b>Weapons</b>        | Estimated that China has 260 nuclear weapons.<br>China's nuclear weapons are developing, by the mid-2020s their missiles could threaten the USA.<br>Chinese technology might be being used to spy on people all around the world. |

| Key question   | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions</b> | Xi Jinping's 'Belt and Road' policy has been criticised for trying to control countries around the world rather than help them.<br><br>China is very heavily censored- in 2017 Winnie the Pooh was blocked on Chinese social media after Xi Jinping was compared to Winnie the Pooh in a popular meme.<br><br>Xi Jinping ended the 2-term presidency limit in 2018 which means he can serve as president for as long as he is 'voted' in.<br><br>Xi Jinping's 're-education camps' have been said to be like concentration camps for Muslims where they are beaten, raped and under surveillance. |

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### 14. Year 8 Issues in the Modern World

Who is/has been the most dangerous leader in the world today?

| Key question          | Details                                                                                                                                                                                                               |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and title</b> | President Jair Bolsonaro (since 2019)                                                                                                                                                                                 |
| <b>Country</b>        | Brazil                                                                                                                                                                                                                |
| <b>Army</b>           | 334,500 soldiers and 1 million reserves                                                                                                                                                                               |
| <b>Weapons</b>        | Brazil has said they do not have any nuclear weapons, but they do they do have the equipment to create nuclear weapons.<br>Plans for nuclear weapons have been found in Brazil but the government deny they have any. |

| Key question   | Details                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Actions</b> | Supported Trump's actions of the assassination of Iranian General, Qasem Soleimani, in 2020.                                                                                                                                                                                                                                                                                                                                       |
| <b>Beliefs</b> | Known as 'Brazil's Trump' in newspapers and the media.<br>He wants to return Brazil to a dictatorship.<br>Supports the cutting down of the rainforest to make room for farms- deforestation increased by 88% in his first month as president.<br>Bolsonaro believes women should not get paid the same as men in the same job because they go on maternity leave.<br>He has made homophobic comments against the LGBTQ+ community. |

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## 15. Year 8 History: Issues in the Modern World

### Causes of 9/11 Terror Attacks

| Cause                                                                                                        | Details                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>War and violence</b><br> | <p>The American government supported Israel in the conflict with Palestine (which is a mainly Muslim country).</p> <p>Al-Qaeda was based in Afghanistan which was a struggling state due to violence between Russian invaders and rebel forces (the Taliban).</p> <p>Since the Gulf War in 1991, there have been American soldiers stationed in Saudi Arabia</p> |

| Cause                                                                                                | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Religion</b><br> | <p>Bin Laden, the leader of Al-Qaeda, felt that American culture was a threat to the teachings of Islam.</p> <p>Leaders within Al-Qaeda twisted the message of passages from the Quran to suggest that their jihad (holy war) against Western countries was what Allah wanted.</p> <p>Mecca and Medina (2 very important religious areas for Muslims) are in Saudi Arabia. Having American troops in this holy place led to Bin Laden feeling it was against the Islamic religion.</p> |

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## 16. Year 8 History: Issues in the Modern World

### Causes of 9/11 Terror Attacks

| Cause                                                                                                  | Details                                                                                                              |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Economic</b><br> | <p>After Iraq invaded Kuwait (another country) the United Nations stopped all trading with Iraq as a punishment.</p> |

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## 17. Year 8 History: Issues in the Modern World

### Events of 9/11 Terror Attacks

| Event             | Details                                                                                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Flight 11</b>  | Crashed into the north tower of the World Trade Centre killing many people instantly.                                                                           |
| <b>Flight 175</b> | Crashed into the south tower of the World Trade Centre 17 minutes after Flight 11.                                                                              |
| <b>Collapse</b>   | The fires caused by the crashes melted the floors of the towers creating pressure to build and the floors to collapse.<br><br>Dust clouds coated New York City. |

| Event         | Details                                                                                                                                                                                                                                                             |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rescue</b> | More than 5,000 people were declared missing.<br><br>5 survivors were found in 24 hours after the collapse.<br><br>412 emergency workers (police, firefighters, ambulance staff) were killed after the building collapsed whilst they were evacuating the building. |

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## 18. Year 8 History: Issues in the Modern World

### Events of 9/11 Terror Attacks

| Event            | Details                                                                                                                                                                                                                                                                                 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Flight 77</b> | Crashed into the west side of the Pentagon.<br><br>The Pentagon is the headquarters building of the United States Department of Defense.                                                                                                                                                |
| <b>Flight 93</b> | Hijacked and headed towards Washington DC with the White House or Capitol Building as the target.<br><br>Passengers heard through their mobile phones about the other plane hijackings.<br><br>Passengers fought the hijackers and the plane crashed in a field killing those on board. |

| Event             | Details                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Death toll</b> | 2,977 people died during the 9/11 attacks.<br><br>This was the biggest terrorist attack on American soil.<br><br>People called it the second Pearl Harbour. |

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## 19. Year 8 History: Issues in the Modern World

### Impact of 9/11 Terror Attacks

| Impact          | Details                                                                                                                                                                                                                                                                                                                           |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Economic</b> | 143,000 people lost their jobs in New York in 1 month.<br>\$2.8 billion worth of wages were lost in the first 3 months.<br>Damage done to the World Trade Centre was \$60 billion.<br>Cleaning up the destruction in New York City cost \$750 million.<br>From 2001-2009 America spent \$778 billion on their war in Afghanistan. |



| Event            | Details                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Political</b> | President George W. Bush declared a War on Terror and less than a month after 9/11, U.S. troops invaded Afghanistan in an attempt to destroy Al-Qaeda, the group responsible for the attacks.<br>Countries, including America and the UK, formed the Northern Alliance and sent troops to Afghanistan and took control of the capital- Kabul.<br>Immigration laws became stricter which made it more difficult to move to other countries. |

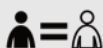


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## 20. Year 8 History: Issues in the Modern World

### Impact of 9/11 Terror Attacks

| Impact        | Details                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social</b> | Globally there has been an increase in Islamophobia and racism against Muslims.<br>In 2016 the number of assaults against Muslims in America had increase by 50%.<br>75% of Muslims in America say they suffer from significant discrimination on a daily basis.<br>Further attacks in Bali, Morocco, Spain and London on 7/7 made people more aware of 'suspicious' behaviour or objects (unattended bags) in public. |



| Impact        | Details                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social</b> | Airports around the world have increased their passenger security: full body scans, pat-downs and restrictions on the amount of liquids per passenger have been introduced.<br>Around the world Muslim migrants found getting a job and good housing difficult especially in America and Europe.<br>Many studies show that the wages (income) of Muslims in America have decreased since 9/11. |

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## 22. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Date  | Event                       | Details                                                                                                                               |
|-------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1865  | <b>Abolition of slavery</b> | President Abraham Lincoln abolishes slavery, through the 13 <sup>th</sup> Amendment, after his victory in the American Civil War.     |
| 1870s | <b>Jim Crow laws</b>        | A series of laws were introduced in southern states, they legalised discrimination against black people.                              |
| 1915  | <b>The Klu Klux Klan</b>    | A second wave of the Ku Klux Klan was formed; this was a group of extremists who opposed African Americans and many religious groups. |

| Date | Event                            | Details                                                                                                                                                                                                                                                                 |
|------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1954 | <b>De-segregation of schools</b> | The NAACP (National Association for the Advancement of Coloured People) successfully campaigned for segregated schools to be banned, claiming that it was harmful to black students and unconstitutional.<br><br>The Supreme Court agreed, and schools were integrated. |

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## 23. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Date | Event             | Details                                                                                                                                                                                                                                                               |
|------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1955 | <b>Rosa Parks</b> | Rosa Parks was arrested for refusing to give up her seat for a white person.<br><br>To support her, many white and African Americans boycotted buses in Montgomery, Alabama.<br><br>The bus company lost 80% of its profits and was forced to de-segregate its buses. |

| Date | Event                       | Details                                                                                                                                                                                                                                                |
|------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1957 | <b>The Little Rock Nine</b> | After segregation of schools had been abolished, a group of nine black students started at Little Rock High school.<br><br>But they were faced with angry protesters and federal troops (army) had to escort them into the racially segregated school. |

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## 24. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Date | Event                                                  | Details                                                                                                                                                                                                        |
|------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1963 | <b>Martin Luther King Jr's 'I have a dream' speech</b> | Over 200,000 people came to hear Martin Luther King make his speech – now recognised as one of the most famous speeches in history – and they took part in a peaceful march for Civil Rights in Washington DC. |

| Date | Event                   | Details                                                                                                                                                                                                                                                                                         |
|------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1964 | <b>Civil Rights Act</b> | This law recognised that black Americans lived in poorer housing, had lower paid jobs and less access to healthcare and education. The Act tried to bring equality by making the segregation of public places illegal. Many southern states opposed this law, and many felt it didn't do enough |

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## 25. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Date | Event                        | Details                                                                                                                                                                                                                                   |
|------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1965 | <b>The Voting Rights Act</b> | African Americans had been prevented from voting in many southern states through intimidation and 'literacy tests'. This law made these tests illegal and as a result there was a huge increase in African Americans registering to vote. |

| Date | Event           | Details                                                                                                                                                                                                                                                                                          |
|------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1992 | <b>LA Riots</b> | Riots broke out in Los Angeles after 4 police officers had been found not guilty for using excessive force when arresting Rodney King a black man. Many were enraged as there had been video footage of the police officers beating an unarmed Rodney King which had been broadcast on the news. |

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## 26. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Date | Event                          | Details                                                                                                                                                                                                                                                                                                                           |
|------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012 | <b>Trayvon Martin shooting</b> | 17-year-old Trayvon Martin, an African-American unarmed teenager, was shot by George Zimmerman on the way back from buying sweets from the local shop. His behaviour was seen as 'suspicious' by Zimmerman. Zimmerman was questioned for 5 hours but released by claiming self-defence- he was found not guilty during the trial. |

| Date | Event                           | Details                                                                                                                                                                                                                                                  |
|------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2020 | <b>Ahmaud Arbery's shooting</b> | Ahmaud Arbery, a 25-year-old African American man, was shot twice by a shotgun whilst he was out jogging. Gregory McMichael and his son Travis thought Arbery was a burglar. Arbery was killed in February but the McMichaels were only arrested in May. |

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## 27. Year 8 History: Issues in the Modern World

Did the end of slavery make all people equal in America?

| Key Individual               | Details                                                                                                                                                |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rosa Parks</b>            | Refused to give up her seat on a segregated bus and was arrested. This sparked a statewide boycott of the buses which led to them being de-segregated. |
| <b>Martin Luther King Jr</b> | Fought for the Civil Rights of African Americans using peaceful methods. Made the famous 'I have a Dream' speech in front of 200,000 people.           |
| <b>Malcolm X</b>             | Encouraged African Americans to fight for their Civil Rights using more militant actions.                                                              |

| Keywords                | Meaning                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------|
| <b>De-segregate</b>     | African Americans no longer had to have different/separate facilities than white people.                |
| <b>Boycott</b>          | To stop using a certain service as an act of protest.                                                   |
| <b>Sit-ins</b>          | A form of protest in which demonstrators occupy a place, refusing to leave until their demands are met. |
| <b>Supreme Court</b>    | The highest legal court in America.                                                                     |
| <b>Unconstitutional</b> | When the actions of a government is against the rights of its people.                                   |

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## 28. Year 8 History: Issues in the Modern World

Why is China so powerful?

| Key Statistics |                                    |
|----------------|------------------------------------|
| Population     | 1.3 billion (largest in the World) |
| Army           | 2.3 million                        |
| Economy        | 2nd in the World (US is 1st)       |
| GDP            | 7.298 trillion dollars             |
| Growth rate    | 9%                                 |

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## Year 8 History

### Assessment question structures

4 marks = 5 minutes = 1 paragraph

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## 1. Year 8 History: Assessment questions structures

### PEEL- How to explain

| Point<br>What is your opinion?                                                                                                                                                        | Evidence<br>Which examples link to your opinion?                                                                                                                                                                                                                                                                            | Explain<br>What does your evidence show?                                                                                                                                                                                                                                                                                                                                                                          | Link<br>How does your opinion link or compare to others?                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• I think...</li> <li>• One way...</li> <li>• A consequence was...</li> <li>• The importance of...</li> <li>• The main cause was...</li> </ul> | <ul style="list-style-type: none"> <li>• For example...</li> <li>• This can be seen through</li> <li>• This is demonstrated by...</li> <li>• A prime example of this is...</li> <li>• We can see evidence of this when we look at the...</li> <li>• This is reflected in...</li> <li>• This links to the fact...</li> </ul> | <ul style="list-style-type: none"> <li>• This shows us that...</li> <li>• This demonstrates how...</li> <li>• From this we can assume that...</li> <li>• This is significant because...</li> <li>• This embodies/ epitomises/reflects the importance of...</li> <li>• As a result of this...</li> <li>• If this did not happen then...</li> <li>• Therefore, this shows...</li> <li>• This suggests...</li> </ul> | <ul style="list-style-type: none"> <li>• In contrast...</li> <li>• Although this was important, it was less important than... because...</li> <li>• However...</li> <li>• Alternatively...</li> <li>• Even though...</li> <li>• This links to...</li> </ul> |

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## Source Analysis

| How to analyse a source                                                                                                                                                                                                                     | Sentence starters                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. What can you see?/What does it say? <ul style="list-style-type: none"> <li>• Describe what you can see if it is an image based source.</li> <li>• Pick out words/phrases from the source which help you work out what it says</li> </ul> | In the source I can see...<br><br>In the source it says...         |
| 2. What does it mean? <ul style="list-style-type: none"> <li>• Explain the main message/meaning of the source.</li> <li>• If it is an image based source, explain what the imagery in the source means/symbolises.</li> </ul>               | This means...<br><br>Therefore, this suggests...                   |
| 3. What do I know? <ul style="list-style-type: none"> <li>• Explain how the message/meaning of the source links to your own knowledge.</li> </ul>                                                                                           | This links to the fact...<br><br>I know this to be true because... |

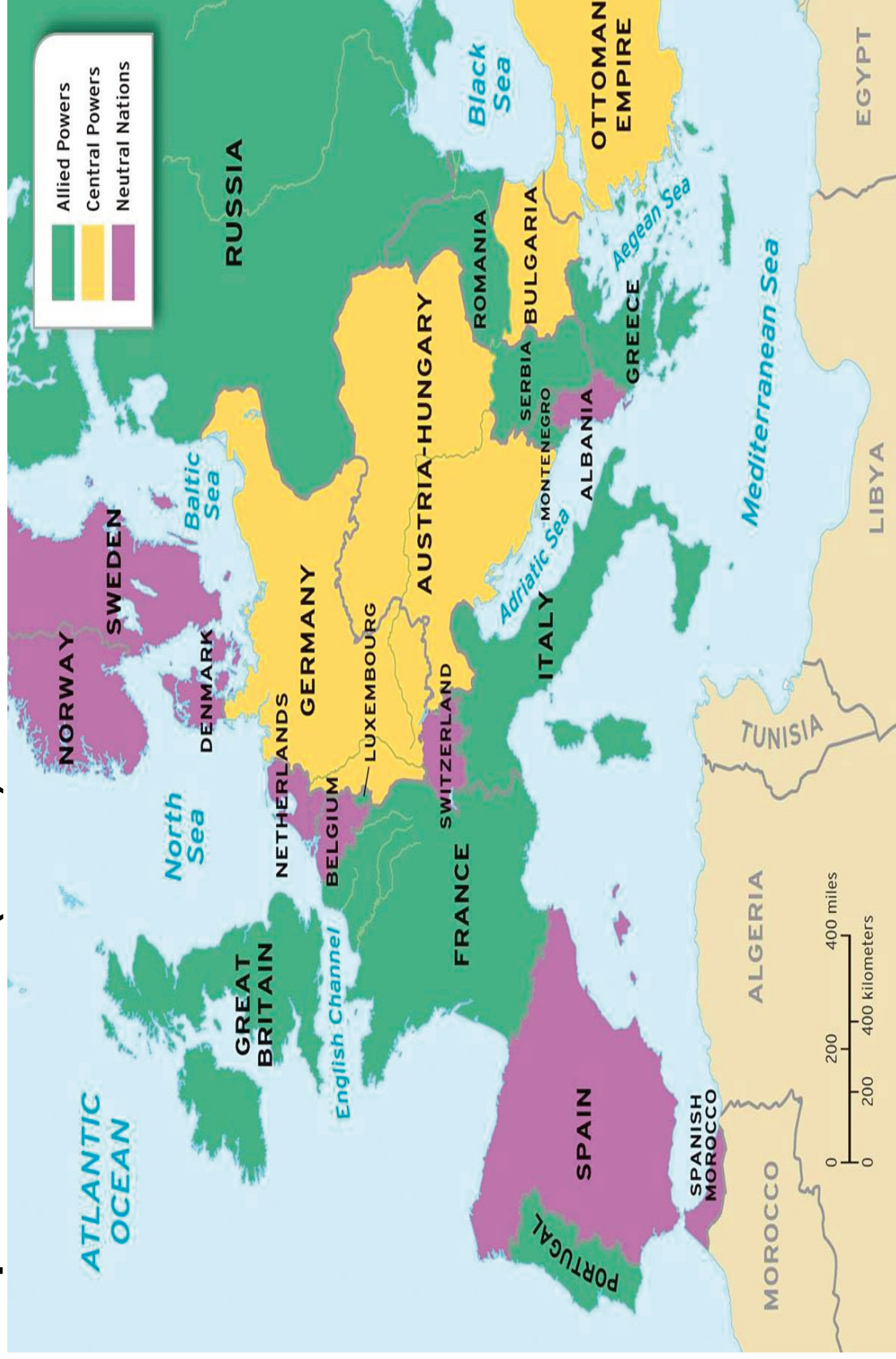
130

# Interpretation Analysis

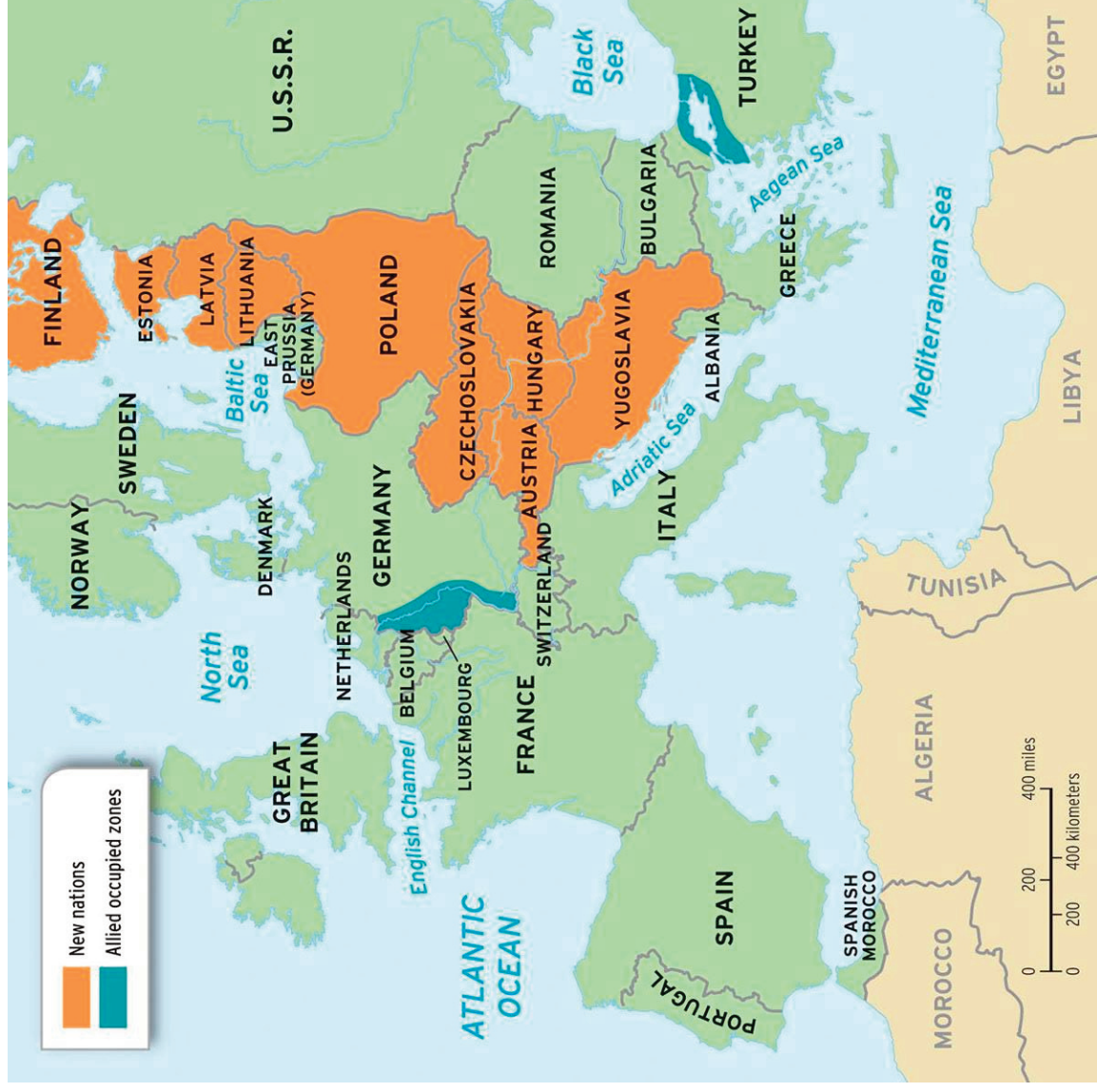
| How to analyse an interpretation                                   | Sentence starters                                                  |
|--------------------------------------------------------------------|--------------------------------------------------------------------|
| 1. Summarise the interpretation into 1 sentence of your own words. | The interpretation says...                                         |
| 2. Link back to your own knowledge                                 | This links to the fact...<br><br>I know this to be true because... |



## Map of Europe before 1914 (WW1)



# Map of Europe after 1918 (WW1)

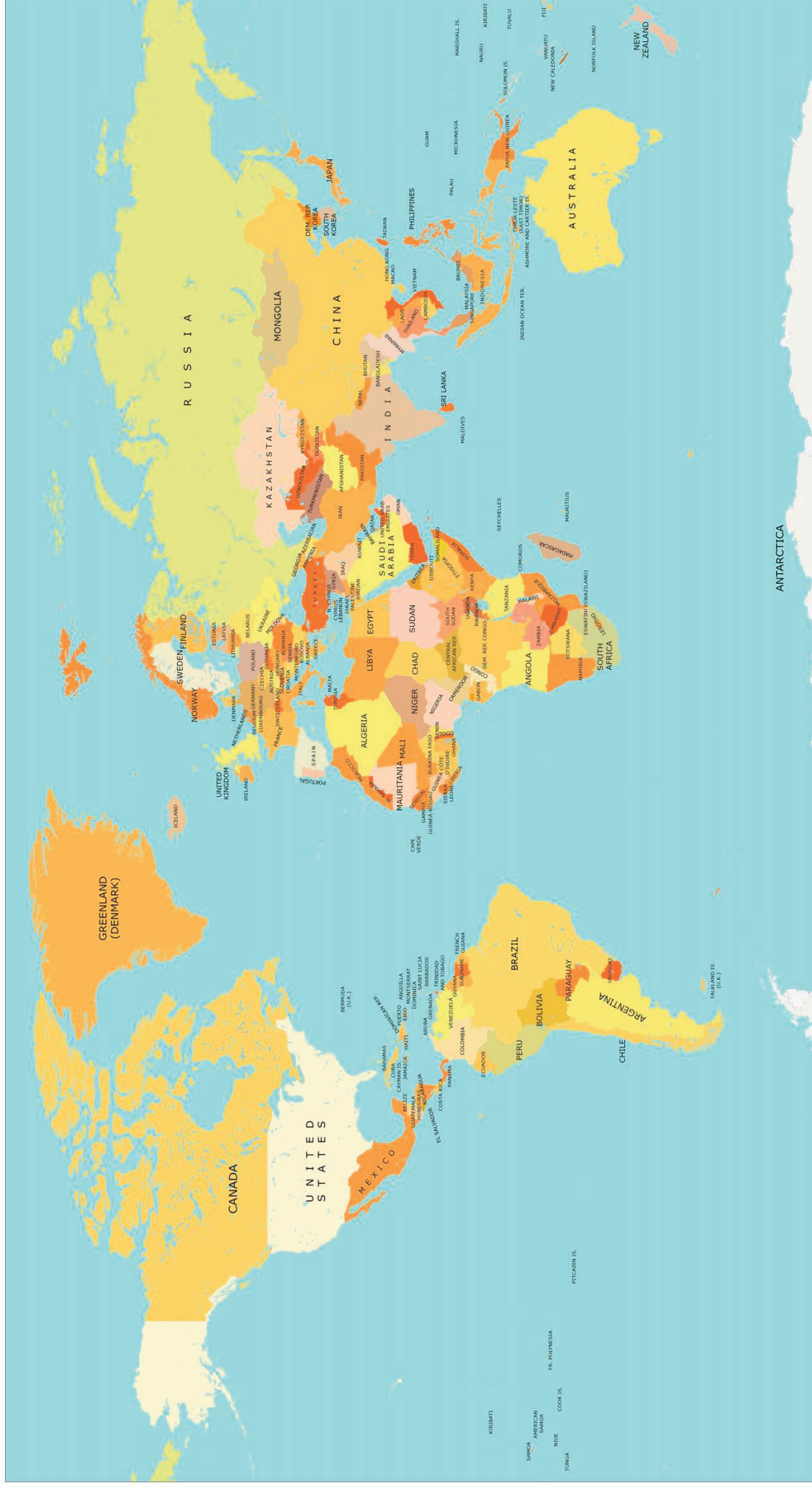




# Map of Europe now



# Map of world now



A

B



C









INDEPENDENCE: DIAGNOSIS – THERAPY – TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

**First**, use a contents page or a topic list for the subject you are going to revise.

**Then**, fill in the following table – the topics, and how well you know them.

**Next**, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

| Topic | Knowledge                             | Priority |
|-------|---------------------------------------|----------|
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |

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



## INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

|        |        |
|--------|--------|
| NAME:  | CLASS: |
| TOPIC: |        |

Take a section of text and do the following:

|                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|
| <b>Prioritise:</b> write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.     |
| <b>Reduce:</b> reduce the key information to 20 words.                                                                       |
| <b>Categorise:</b> sort out the information into three categories. Give each category a title which sums up the information. |
| <b>Extend:</b> write down three questions you would like to ask an expert in this subject.                                   |



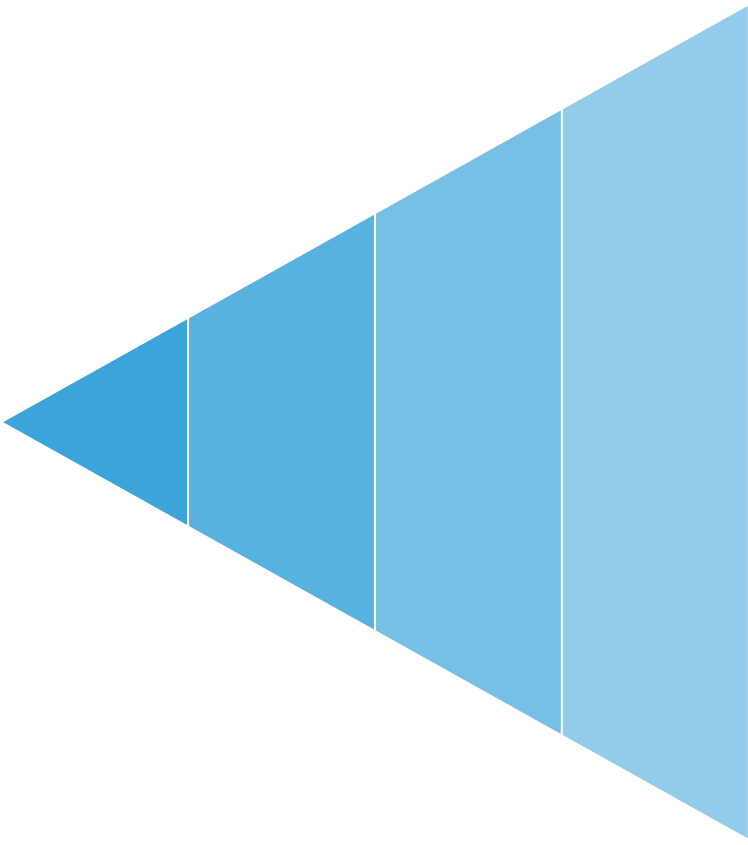
## INDEPENDENCE: RANKING TRIANGLE

|        |        |
|--------|--------|
| 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.

|                                                        |  |
|--------------------------------------------------------|--|
| <b>Needs a boost:</b> 3 things I did not know:         |  |
| <b>Almost there:</b> 3 things I understand better now: |  |
| <b>I've got these:</b> 3 things I already knew:        |  |



## INDEPENDENCE: OTHER IDEAS

**Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.

**Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.

**Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

**Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



## INDEPENDENCE: Pictionary

NAME:

CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

|    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|    |    |    |

|    |    |    |
|----|----|----|
| 4. | 5. | 6. |
|    |    |    |



