



Year 9 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

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

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

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

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

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

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

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

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

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

Not all feelings or emotions are bad or negative!

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

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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

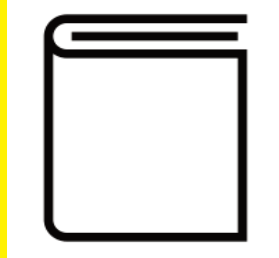
It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

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

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



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



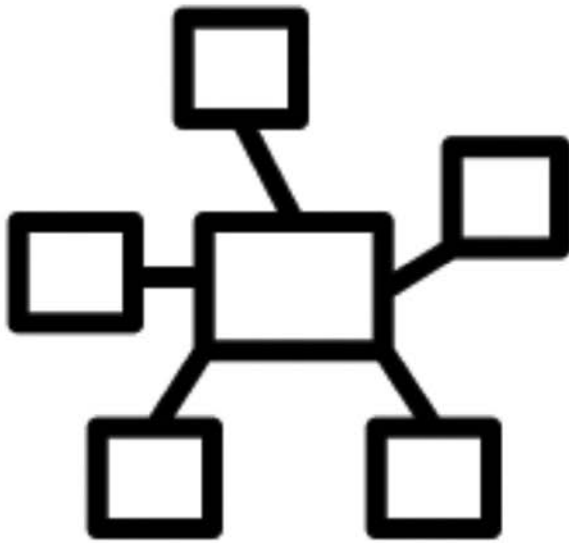
Repeat the self quiz.

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

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

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

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

3

Study Skills – Ways to learn and remember

Concrete Examples

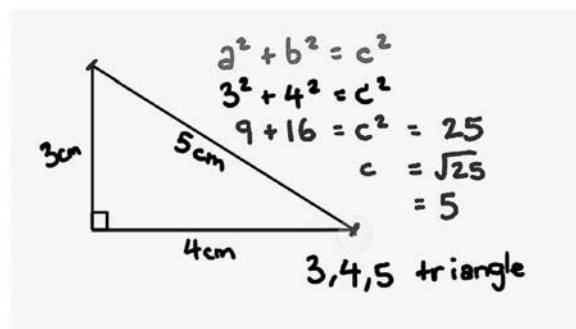


Pythagoras theorem example

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

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

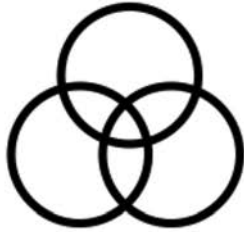
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



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

1. Try to use different study skills rather than just one technique.

2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



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

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YEAR 8

ART & DESIGN

KNOWLEDGE ORGANISER

1

FORMAL ELEMENTS



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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

3

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.

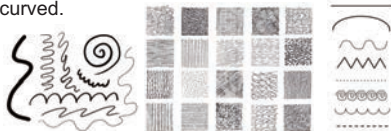


ADJECTIVES TO DESCRIBE PATTERN

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.



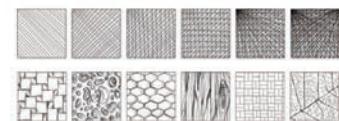
Marks can be repeated and used to create patterns in order to give tone and texture to your drawing.

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

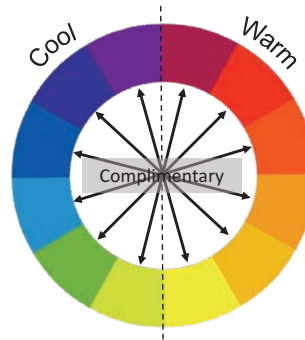


A colour mixed from two primary colours

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



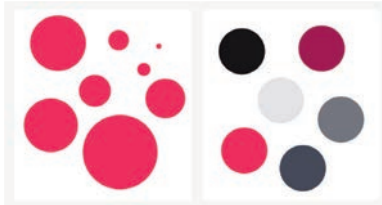
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THE DESIGN PRINCIPLES

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.

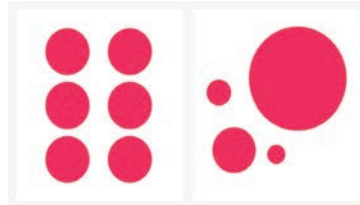


Unity = Same colour
Variety = Different sizes

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)

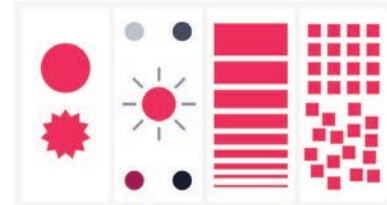


Balance = Symmetrical

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.



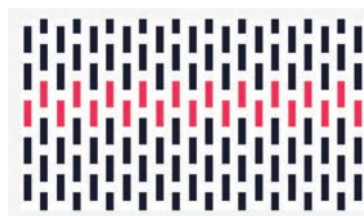
Size

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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ART & DESIGN – WRITING ABOUT ART – KNOWLEDGE

KNOWLEDGE

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



EXAMPLE

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

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

ART & DESIGN – WRITING ABOUT ART – UNDERSTANDING

UNDERSTANDING

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



EXAMPLE

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

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

BEYOND

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

THE BIG QUESTION

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



EXAMPLE

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

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ART & DESIGN – WRITING ABOUT ART – SENTENCE STARTERS

KNOWLEDGE

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

UNDERSTANDING

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

BEYOND

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

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

BIGGER PICTURE

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

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ART & DESIGN – VOCABULARY

WORDS TO DESCRIBE ART

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

COMPOSITION

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

DRAWING

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

PAINTING

Wash
 Watercolour
 Acrylic
 Oil
 Brush strokes
 Impasto
 Drybrush

PRINTING

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

LIGHT

Natural
 Artificial
 Dark
 Bright
 Shadow
 Low light
 Dim

FEELING

Atmospheric
 Expressive
 Humorous
 Disturbing
 Refreshing
 Nostalgic
 Emotive
 Depressing
 Delicate
 Sinister
 Joyous

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IDENTITY



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YEAR 9 - IDENTITY

BRIEF OVERVIEW OF TOPIC

In this project you will explore the theme identity.

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

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

You will also develop skills using photography and collage.

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

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

ARTISTS WHO EXPLORE THE THEME IDENTITY



Frida
Kahlo



Brno
Del
Zou



Kehinde
Wiley



Ed
Fairburn



Erin
Case

PLACES TO VISIT

Derby Museum & Art
Gallery
The Quad
Castle Fine Art
Whitewall Galleries
Chatsworth House

Nottingham
Contemporary
IKON Gallery
Wolverhampton Art
Gallery
Tate Liverpool
Manchester Art Gallery

WEBSITES TO VISIT

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

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YEAR 9 - INDENTITY

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

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

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YEAR 9 – IDENTITY – BRNO DEL ZOU

BRNO DEL ZOU

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

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



KEYWORDS

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

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YEAR 9 – IDENTITY – KEHINDE WILEY

KEHINDE WILEY

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

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

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



KEYWORDS

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

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YEAR 9 – IDENTITY – ED FAIRBURN

ED FAIRBURN

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

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

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

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



KEYWORDS

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

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YEAR 9 – IDENTITY – ERIN CASE

ERIN CASE

Erin Case is an award-winning visual artist based in Midland, Michigan, USA, whose practice focuses primarily on analog collage. Her work is known for combining surrealism, sincerity, and emotional resonance, creating images that feel both dreamlike and deeply human. Working with found imagery and hand-assembled compositions, she constructs layered visual narratives that explore memory, identity, and perception.

Her Haircut Series, developed in collaboration with Andrew Tamlyn, uses collage and found imagery to explore themes of identity, and transformation through the symbolic act of hair cutting. By reworking existing visual material, the artists create layered compositions that shift meaning and context, turning familiar images into reflective studies of transition and selfhood.

The series brings together fragmented photographic elements and constructed arrangements, often focusing on close, cropped moments that heighten emotional and psychological impact. Hair becomes a central motif, functioning as a marker of identity and change, while the use of collage reinforces ideas of disruption, reconstruction, and reinterpretation. Through this collaborative approach, Case and Tamlyn transform found imagery into new narratives that feel both intimate and open-ended. The series invites viewers to consider how identity is shaped, altered, and reconstructed over time, using the act of cutting hair as a quiet but powerful metaphor for change.



KEYWORDS

Analog collage
Found imagery
Surrealism
Figurative art
Mixed media

Visual narrative
Identity
Transformation
Memory
Perception
Psychological themes

Assemblage
Cropping
Fragmentation
Collaboration
Reinterpretation
Emotional resonance 21

YEAR 9 – IDENTITY – FRIDA KAHLO

FRIDA KAHLO (6 July 1907 – 13 July 1954)

Frida Kahlo was a Mexican painter best known for her powerful self-portraits and deeply personal exploration of identity, pain, and culture. Born in 1907 in Coyoacán, Mexico, her work was strongly shaped by a serious bus accident in her youth, which left her with lifelong physical pain and led her to begin painting during recovery. Her paintings often combine realism with symbolic and surreal elements, exploring themes such as illness, gender, relationships, fertility, and Mexican national identity.

Kahlo's style is recognised for its bold colours, detailed imagery, and strong emotional intensity. She frequently painted herself as the subject, using self-portraiture to express both physical suffering and emotional experience. Influenced by Mexican folk art and indigenous culture, her work often includes traditional clothing, natural symbols, animals, and references to life and death. Although often associated with Surrealism, Kahlo stated that she painted her own reality rather than dreams.

Her work has become internationally recognised not only for its artistic importance but also for its connection to feminism, resilience, and personal expression. Paintings such as *The Two Fridas* and *Self-Portrait with Thorn Necklace and Hummingbird* remain some of the most iconic works of 20th-century art. She also became an important cultural figure in Mexico, with her identity and imagery closely tied to national heritage and political awareness.



KEYWORDS

Self-portraiture
Surrealism
Symbolism
Mexican folk art
Indigenous culture

Identity
Feminism
Physical pain
Trauma
Autobiography
Colour symbolism

Emotional Expression
Surreal imagery
National identity
Realism
Body representation
Life & death symbolism22

CONFLICT



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CONFLICT

OVERVIEW OF TOPIC

ect you will begin by exploring the theme
e will look at various types of conflict, past and
d look at how artists have responded.

nduct research and create a mind map, before
o study a variety of documentary
ers' images. We will explore a current conflict
er ways in which we can respond to it as
will look at how we can convey messages
ork by applying various artists techniques.

rk in a range of media to present your own
esponses that conveys a meaningful

rn a variety of drawing techniques, as well as
ncilling and painting techniques. You will also
art of contrast and juxtaposition of objects,
d materials.

ARTISTS WHO RESPOND TO CONFLICT



Guy
Catling



Banksy



Pablo
Picasso



Otto
Dix



Shepard
Fairey

PLACES TO VISIT

National Memorial
Arboretum
Derby War Memorial
War Memorial Museum
Derby War Memorial
Garden

Imperial War Museum
London (Virtual Tours)
National Army Museum
Derby Museum & Art
Gallery
The Royal Lancers
Museum

WEBSITES TO VISIT

www.britishlegion.org.uk
www.theholocaustexplained.org/
www.un.org/en/
www.redcross.org.uk
[www.artsandculture.google.com/
project/street-art](http://www.artsandculture.google.com/project/street-art)

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YEAR 9 - CONFLICT

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

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

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YEAR 9 – CONFLICT – GUY CATLING

GUY CATLING

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

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

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



KEYWORDS

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

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YEAR 9 – CONFLICT – SHEPARD FAIREY

SHEPARD FAIREY

Shepard Fairey is an American graphic artist and social activist associated with the Street Art movement alongside artists such as Banksy and Mr. Brainwash. His work blurs the boundary between fine art and commercial design, using bold typography and striking graphic imagery across posters, stickers, murals, and prints to communicate political and social messages. He often aims to provoke discussion and challenge viewers' perceptions through a highly stylised visual language.

Born on 15 February 1970 in Charleston, South Carolina, Fairey studied illustration at the Rhode Island School of Design, graduating in 1992. His early breakthrough came with the 1989 "André the Giant Has a Posse" sticker campaign, which featured a stylised image of the wrestler André the Giant. This project developed into his influential Obey series, which helped establish his reputation in street art and wider visual culture.

Fairey is best known for his 2008 Hope poster of Barack Obama, created during the US presidential campaign, which became one of the most recognisable political artworks of the 21st century. He has since produced numerous works addressing politics, identity, consumerism, and social justice, often using a bold red, black, and cream colour palette.

He currently lives and works in Los Angeles, and his work is included in major collections including the Smithsonian Institution, the Los Angeles County Museum of Art, and the Victoria and Albert Museum in London.



KEYWORDS

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

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YEAR 9 – CONFLICT – BANKSY

BANKSY

Banksy is an anonymous British street artist best known for his politically charged graffiti and satirical public artworks. His work often appears unexpectedly in public spaces and is recognised for its sharp social commentary, anti-authoritarian messages, and dark humour. He is especially known for using stencil techniques to create bold, highly recognisable images such as rats, policemen, and children.

After first gaining attention as a freehand graffiti artist in the early 1990s, Banksy developed his signature stencil style around 2000. His imagery often critiques politics, war, consumerism, and social inequality, combining simple visuals with powerful messages. His work regularly sparks public debate and media attention because of both its subject matter and secretive placement.

Banksy has also worked beyond street art, creating installations, performances, and exhibitions that challenge traditional ideas of fine art. In exhibitions such as *Turf War* and *Crude Oils*, he altered famous paintings, used live animals, and placed his own artworks inside major museums like the Metropolitan Museum of Art and Tate Britain.

One of his best-known political works appeared in 2005 on the West Bank wall, showing children beside an opening that reveals a tropical beach beyond. Banksy uses public art to challenge political authority and question the role of art in society.



KEYWORDS

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

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YEAR 9 – CONFLICT – 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.



KEYWORDS

Cubism	Fragmented forms	Rose Period
Abstraction	Geometric shapes	Guernica
Collage	Line drawing	Still life
Modernism	Symbolism	Sculpture
Portraiture	Surrealism	Printmaking
	Blue Period	Expressive brushwork ²⁹

YEAR 9 – CONFLICT – OTTO DIX

OTTO DIX (2 December 1891 – 25 July 1969)

Otto Dix was a German painter and printmaker whose work was deeply shaped by his experience of combat during the First World War. Serving as a soldier exposed him to the violence and devastation of war firsthand, and this strongly influenced both his outlook and his art. He became one of the leading artists of the New Objectivity movement, which focused on harsh, realistic depictions of modern life, suffering, and social decay.

His work is known for its raw and uncompromising realism, often portraying wounded soldiers, ruined landscapes, and the darker side of post-war society. Rather than glorifying war, Dix exposed its brutality and psychological damage, forcing viewers to confront pain, trauma, and human vulnerability.

One of his most powerful works was *The Trench* (1923), a large painting showing the aftermath of a bombed German trench filled with mutilated bodies. The scene offered no sense of heroism or patriotism, only death, blood, and destruction, making it one of the most controversial anti-war paintings of its time.

When the Nazi Party came to power in 1933, many of Dix's works were confiscated and displayed in the Degenerate Art exhibitions, where they were condemned as politically dangerous. *The Trench* later disappeared in 1940 and is believed to have been destroyed.



KEYWORDS

New Objectivity	Printmaking	Battlefield scenes
Expressionism	Portraiture	Wounded soldiers
War art	Social criticism	Dark symbolism
Anti-war imagery	Grotesque figures	Etching
Realism	Weimar Germany	Human suffering
	Trauma	Political art

ART HISTORY



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ART HISTORY – WESTERN ART TIMELINE

Ancient Art
15,000 BC



Baroque
1600-1730



Post-Impressionism
1886-1905



Cubism
1907-1914



Surrealism
1924-1939



Renaissance
1300-1600



Impressionism
1860-1890



Expressionism
1905-1930



Dadaism
1916-1920



Pop Art
1954-1970

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ART HISTORY – SURREALISM

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

FAMOUS SURREALIST ARTISTS



Salvador Dalí
The Temptation of
St Anthony 1946



René Magritte
Son of Man
1964



Max Ernst
The Triumph of Surrealism
1937



Man Ray
A l'heure de l'observatoire:
les amoureux 1970



Yves Tanguy
My Life, White
and Black 1944



Giorgio de Chirico
The Song of Love
1914

SURREALISM IN DETAIL

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

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

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

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

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ART HISTORY – SURREALISM

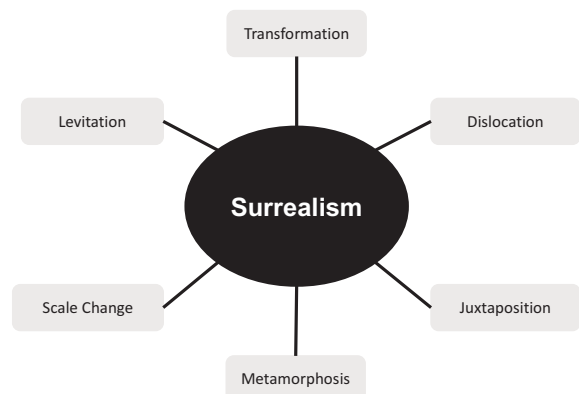
WHAT INSPIRED THE SURREALIST STYLE?

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

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

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

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



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ART HISTORY – SURREALISM

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

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

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ART HISTORY – SURREALISM – SALVADOR DALI

SALVADOR DALI 11 May 1904 – 23 January 23 1989

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

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



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ART HISTORY – SURREALISM – RENÉ MAGRITTE

RENÉ MAGRITTE 21 November 1898 – 15 August 1967

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



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ART HISTORY – SURREALISM – GIORGIO DE CHIRICO

GIORGIO DE CHIRICO 10 July 1888 – 20 November 1978

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



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ART HISTORY – POP ART

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

FAMOUS POP ART ARTISTS



Andy Warhol
Campbell's Soup I
1968



Roy Lichtenstein
Drowning Girl
1963



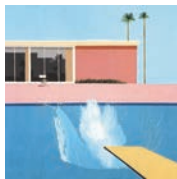
Claes Oldenburg
Giant BLT
1963



Peter Blake
The Beatles: Sgt Pepper
Album Cover 1967



Richard Hamilton
Interior
1964



David Hockney
A Bigger Splash
1967

POP ART IN DETAIL

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

AMERICAN POP VS. BRITISH POP

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

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ART HISTORY – POP ART

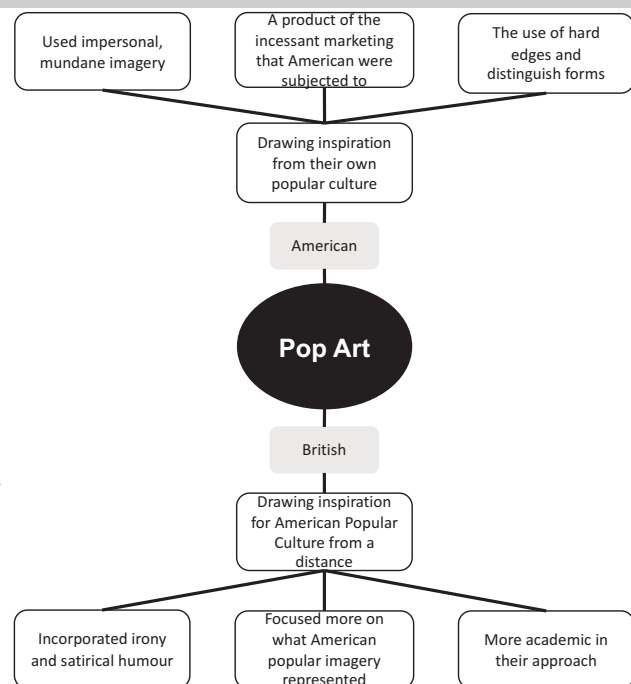
WHAT INSPIRED THE POP ART STYLE?

LONDON

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

NEW YORK

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



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ART HISTORY – POP ART

KEYWORDS	DEFINITIONS	KEYWORDS	DEFINITIONS
Pop Culture	Is culture which interests the general masses of people. It is influenced and spread by mass media. People experience or learn popular culture by hearing popular music on the radio, watching television, playing video games, or reading popular books and magazines.	Commonplace Objects	Items you use everyday or forms a regular and basic part of your life, so it is not especially interesting or unusual.
Icons	A person or thing regarded as a representative symbol or as worthy of admiration.	Irony	A statement or situation where the meaning is contradicted by the appearance or presentation of the idea.
Consumerism	Is the idea that increasing the consumption of goods and services purchased in the market is always a desirable goal and that a person's wellbeing and happiness depend fundamentally on obtaining consumer goods and material possessions.	Satire	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.
Post – Modernism	Alate 20th-century style and concept in the arts, architecture, and criticism, which represents a departure from modernism and is characterized by the self-conscious use of earlier styles and conventions, a mixing of different artistic styles and media, and a general distrust of theories.	Mixed Media	A variety of materials used in a work of art.
		Soft Sculpture	Soft sculpture is a type of sculpture made using cloth, foam rubber, plastic, paper, fibres and similar material that are supple and non rigid.
		Mass Media	Refers to media technologies used to disseminate information to a wide audience. The messages are communicated through television, movies, advertising, radio, the internet, magazines, and newspapers

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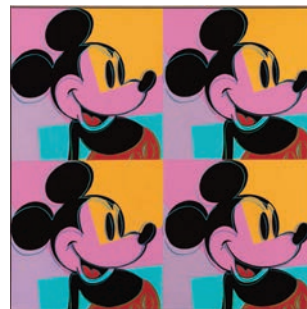
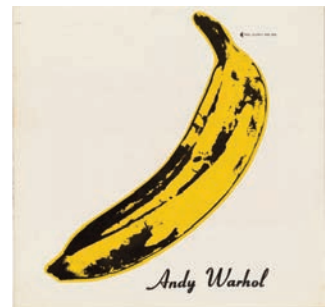
ART HISTORY – POP ART – ANDY WARHOL

ANDY WARHOL 6 August 1928 – 22 February 1987

Andy Warhol, born Andrew Warhola in the Oakland neighbourhood of Pittsburgh, Pennsylvania, was the son of Slovakian immigrant parents who maintained strong ties to their cultural and religious traditions. After graduating with a Bachelor of Fine Arts degree in 1949, he moved to New York City to pursue a career in commercial art, later shortening his surname to Warhol. He quickly found success working for magazines such as Glamour, becoming one of the most prominent commercial illustrators of the 1950s, known for his playful blotted-line technique and use of rubber stamps.

By the late 1950s, Warhol shifted his focus from commercial illustration to fine art, developing the ideas that would define Pop Art. In 1961, he introduced his concept of painting mass-produced consumer goods, and in 1962 he exhibited his now-iconic Campbell's Soup Cans. These works, depicting everyday supermarket products as art, caused a major stir and firmly established both Warhol and Pop Art within the international art world.

Warhol's practice centred on the relationship between art, celebrity, and consumer culture. By repeating and reimagining images from advertising, film, and mass media, he challenged traditional ideas of originality and artistic value, turning the imagery of everyday life into enduring cultural icons.



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ART HISTORY – POP ART – ROY LICHTENSTEIN

ROY LICHTENSTEIN 27 October 1923 – 29 September 1997

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

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

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

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

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



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ART HISTORY – POP ART – CLAES OLDENBURG

CLAES OLDENBURG 28 January 1929 – Present

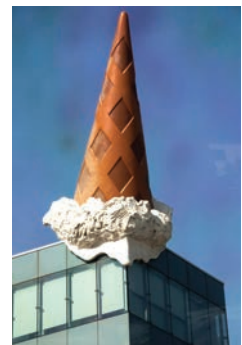
Claes Oldenburg is a Swedish-born American Pop-art sculptor, who is best known for his giant soft sculptures of everyday objects.

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

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

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

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



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ART HISTORY – POP ART – PETER BLAKE

PETER BLAKE 25 June 1932 – Present

Sir Peter Thomas Blake is a British Pop artist often referred to as the “Godfather of British Pop Art.” Born in Dartford, Kent, he is best known for co-designing the iconic sleeve for the Beatles’ album Sgt. Pepper’s Lonely Hearts Club Band. His work emerged in post-war Britain, a period marked by social change and growing fascination with American advertising, consumer culture, and mass media imagery.

Blake’s early training in graphic design, combined with a strong grounding in art history, allowed him to merge fine art traditions with emerging popular culture. He drew inspiration from music, advertising, comic books, and everyday objects, using screen-printing and collage-like composition to create bold, accessible imagery. This approach helped redefine what could be considered “fine art,” breaking down barriers between commercial design and traditional painting.

His work often reflects a dialogue between past and present, bringing together historical cultural references with contemporary imagery. Through this blending of influences, Blake developed a distinctive visual language rooted in urban realism and popular culture, helping to establish Pop Art as a major movement in Britain.

Throughout his career, he has continued to explore themes of nostalgia, identity, and cultural memory, consistently engaging with the evolving landscape of visual culture.



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YEAR 9 OPTIONS – GCSE ART, CRAFT & DESIGN

FREQUENTLY ASKED QUESTIONS

WHAT IS IT?

A practical, creative GCSE where you develop ideas and produce artwork using drawing, painting, sculpture, photography, printmaking, and digital media.

DO I NEED TO BE GOOD AT DRAWING?

Yes - drawing is an important foundation skill. You don't need to be perfect, but you should already be able to observe and record what you see with some accuracy. You will continue to improve throughout the course.

WHAT SKILLS DO I NEED?

- Good drawing and observation skills
- Creativity and imagination
- Commitment to regular work
- Ability to meet deadlines
- Willingness to improve over time

IS IT A GOOD OPTION FOR ME?

- Choose Art if you:
- Enjoy drawing and creating
 - Are willing to practise regularly
 - Can manage a consistent workload
 - Like working independently

HOW IS IT ASSESSED?

Coursework Portfolio – 60% of your overall grade

Externally set assignment – 40% of your overall grade

You are assessed on the following assessment objectives:

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

WHAT WILL I DO?

- Complete art projects based on a theme provided by your teacher
- Develop ideas through sketchbook work
- Draw from observation
- Experiment with materials and techniques
- Produce final artwork pieces

WHAT OTHER SKILLS WILL I DEVELOP?

1. Creative thinking and problem-solving

Students learn how to generate ideas, experiment, and find solutions when their work doesn't go as planned. This is useful in almost any career.

2. Research skills

They investigate artists, styles, cultures, and themes, learning how to gather information, select what's relevant, and use it to inform their own work.

3. Critical thinking and analysis

Students evaluate their own work and the work of others. They learn to explain what works, what doesn't, and why - building strong reasoning skills.

4. Planning and organisation

Art coursework requires managing sketchbooks, deadlines, and project stages. This builds time management and long-term planning skills.

5. Perseverance and resilience

Because creative work involves trial and error, students learn how to improve work through feedback and repeated refinement rather than giving up quickly.

6. Communication skills

They explain ideas visually and in written form (annotations, evaluations, artist analysis), improving clarity in both writing and expression.

7. Attention to detail

From composition to technique, students develop a sharper eye for detail and presentation.

8. Independent learning

GCSE Art involves working on independent projects, meaning students must make decisions and work independently rather than just following instructions.

YEAR 9 OPTIONS – GCSE ART, CRAFT & DESIGN

CREATIVE CAREERS ART COULD LEAD TO

Fine Art & Studio Practice

Careers focused on making and exhibiting artwork:
Fine artist (painter, drawer, sculptor)
Illustrator (books, magazines, editorial)
Printmaker
Mixed media artist
Concept artist
Gallery artist / exhibiting artist
Mural artist (public art / street art)
Installation artist

Graphic Design & Digital Media

Careers using art for communication and branding:
Graphic designer
Branding and identity designer
Advertising designer
Digital artist
UX/UI designer (apps and websites)
Motion graphics designer
Visual content creator
Social media designer

Animation, Film & Games

Creative industries focused on moving images and storytelling:
2D animator
3D animator
Character designer
Storyboard artist
Visual effects (VFX) artist
Game concept artist
Environment artist (video games)
Game designer
Film production designer

Photography & Media

Careers involving visual storytelling through images:
Photographer (fashion, portrait, commercial, editorial)
Photo editor / retoucher
Fashion photographer
Wildlife or travel photographer
Documentary photographer
Creative director (media and advertising)

Fashion & Textiles

Careers in clothing, fabrics, and wearable design:
Fashion designer
Textile designer
Costume designer (film, theatre, TV)
Fashion illustrator
Fashion stylist
Pattern cutter
Fashion buyer / merchandiser

Architecture & Built Environment

Art skills applied to buildings and spaces:
Architect
Interior designer
Landscape architect
Architectural technologist
Urban designer
Set designer (theatre, TV, film)

Creative Direction & Strategy

More conceptual and leadership roles in creative industries:
Creative director
Art director (advertising, media)
Brand strategist
Marketing creative
Visual merchandiser (retail design)

Theatre, Film & Performance Design

Behind-the-scenes creative roles:
Set designer
Prop maker
Costume designer
Scenic artist
Theatre designer
Lighting designer (visual planning)

Education & Cultural Sector

Careers supporting art and creativity:
Art teacher (secondary / college)
Art therapist
Museum curator
Gallery assistant / manager
Art technician
Arts workshop facilitator

☐ Craft, Making & Specialist Art Careers

Hands-on creative making roles:
Ceramicist / potter
Jewellery designer / maker
Glass artist
Furniture designer / maker
Restoration artist (art conservation)
Book illustrator / book artist

Emerging / Modern Creative Careers

Newer digital and hybrid careers:
NFT / digital collectible artist
AI-assisted designer
Content creator / influencer (visual branding)
AR/VR artist (virtual reality environments)
Digital product designer

Year 9 Technology Knowledge organiser

Metal Fabrication Project

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

Engineering Project – Phone Stand

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

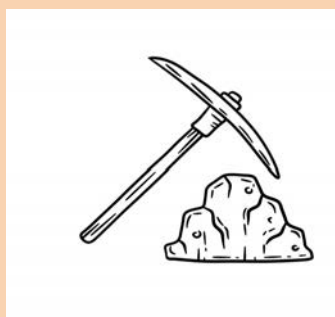
Food and Nutrition

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

1

Year 9 Technology – Where Metals Come From

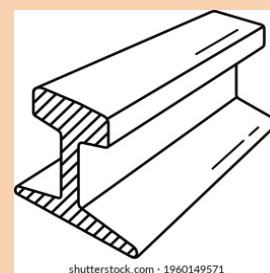
Ore is a rock containing useful amounts of metal.
It must be mined and processed to extract the metal.



Mining



Processing



Metal in stock form



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

Example: iron oxide.

2

Year 9 Technology – Metal Fabrication Project (1)

Material Categories

Ferrous Metals

Metals that contain iron, are usually magnetic and rust.

Non-Ferrous metals

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

Alloys

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

Thermoplastics

Plastics that can be reheated and shaped many times.

Thermosetting Plastics

Plastics that can only be heated and shaped once.



The Brazing Process

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



Keywords

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

3

Year 9 Technology – Metal Fabrication Project (2)

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

4

Year 9 Technology – Metal Fabrication Project (3)

Metal work tools



Tin snips
Used to cut sheet metal.



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



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



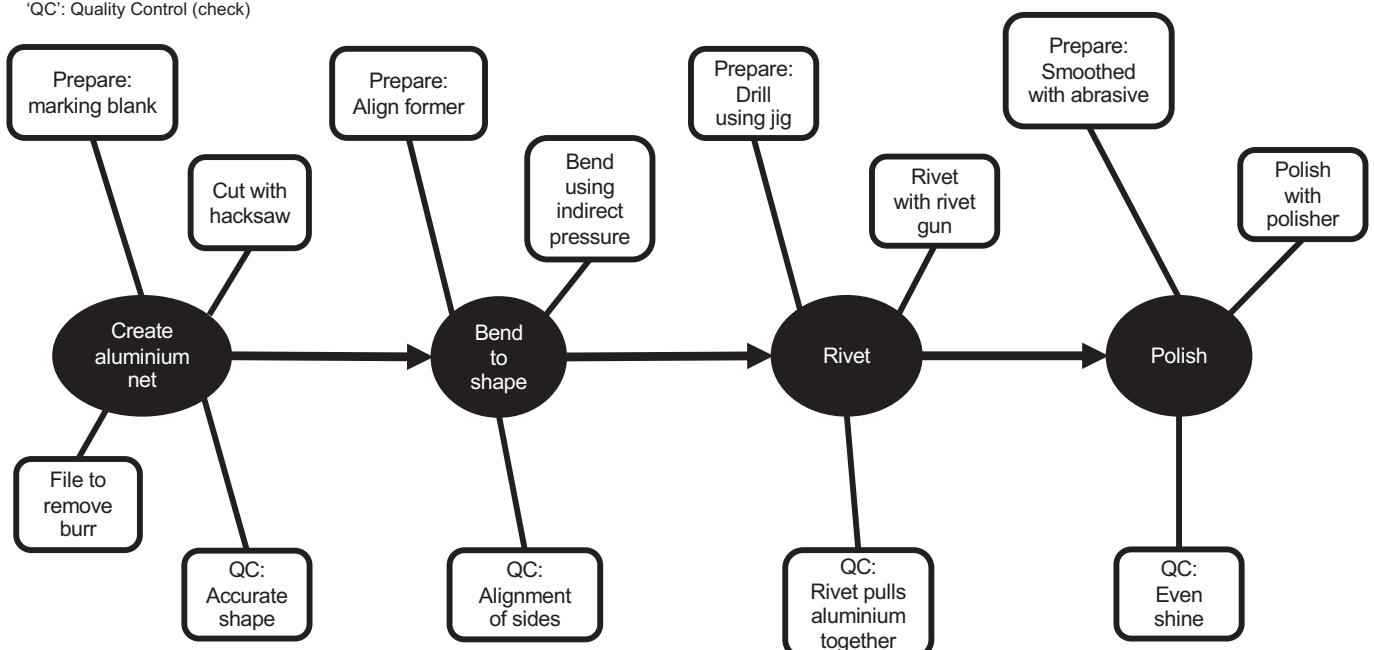
Powder coating
Used to coat metal objects with a thin plastic coating to prevent them from rusting.

5

Year 9 Technology – Metal Fabrication Project (4)

Fabricating the aluminium box

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

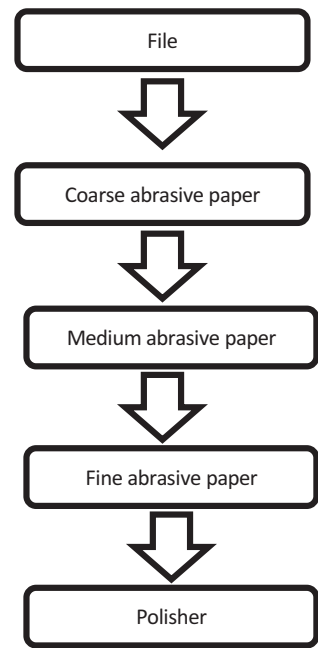
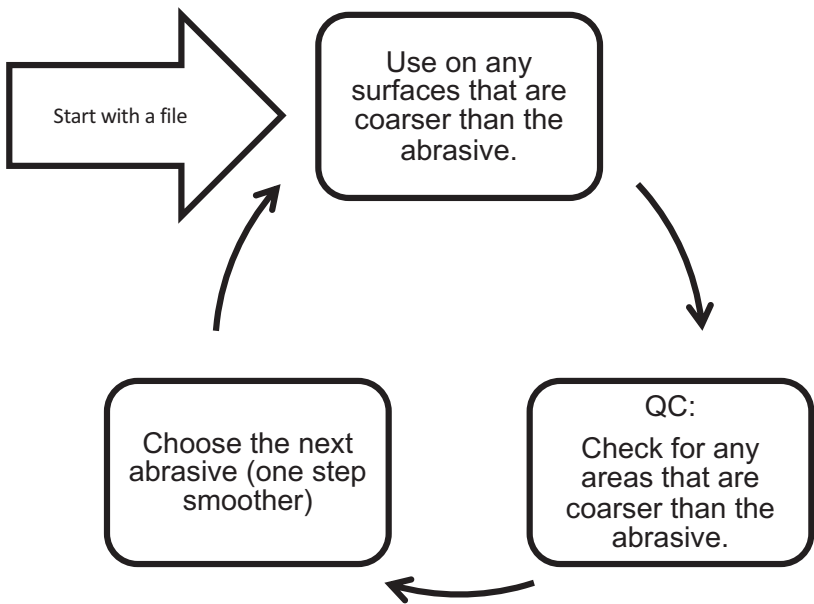


6

Year 9 Technology – Metal Fabrication Project (5)

Achieving a polished finish

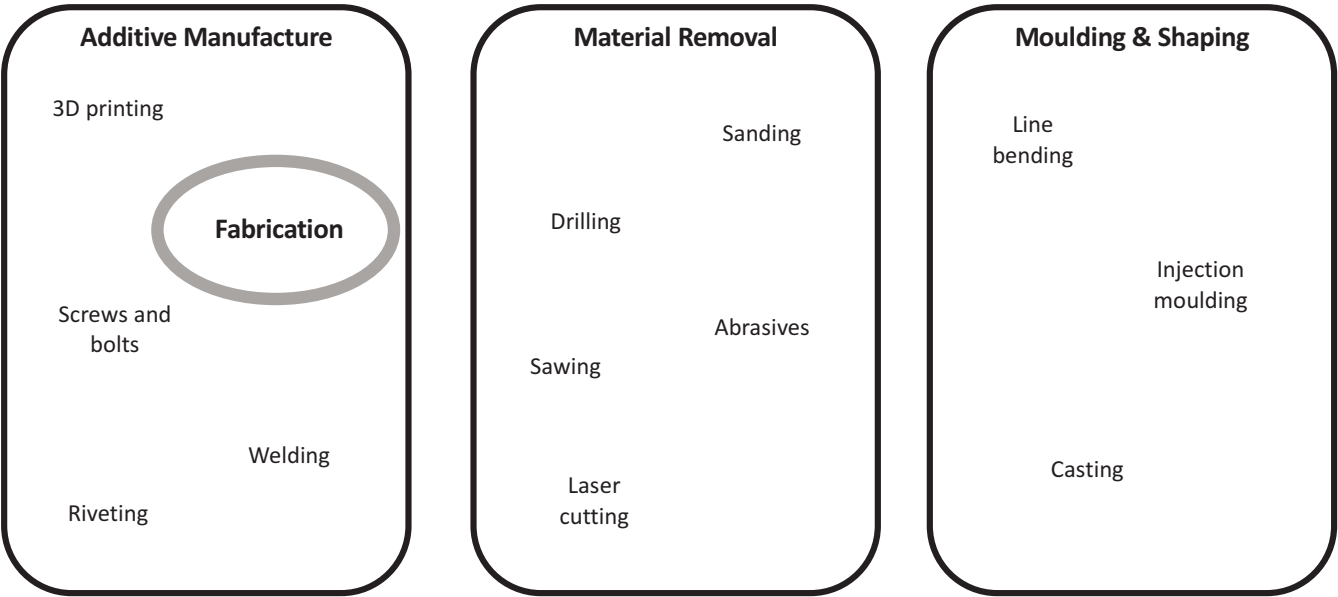
Polishing is a process of gradually removing scratches until none remain and the surface shines. Polishing metal is something you do not a finish you apply like paint.



Year 9 Technology – Metal Fabrication Project (6)

Ways of Manufacturing

Manufacturing processes fall into 3 main categories



Year 9 Technology – Metal Fabrication Project (7)

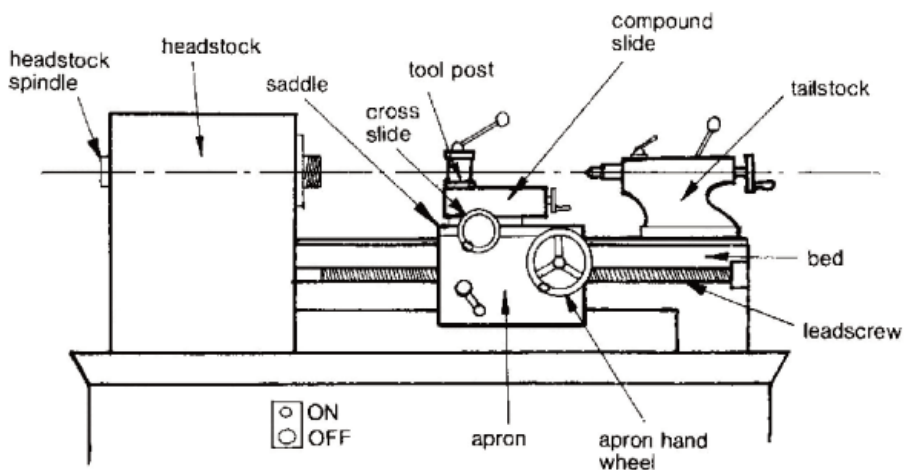
Methods of Fixing

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

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

9

Year 9 Technology – Engineering Project - Phone Stand (1)



The Turning Process

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

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

10

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

The Milling Process

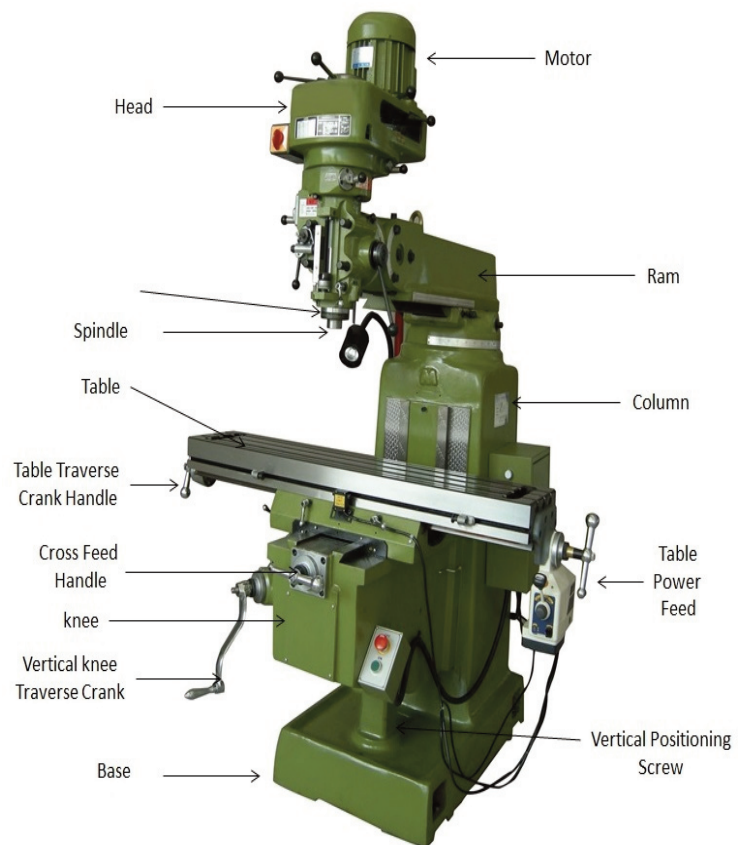
To cut or shape metal using a rotating tool in a milling machine

Horizontal Milling Machine

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

Vertical Milling Machine

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



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

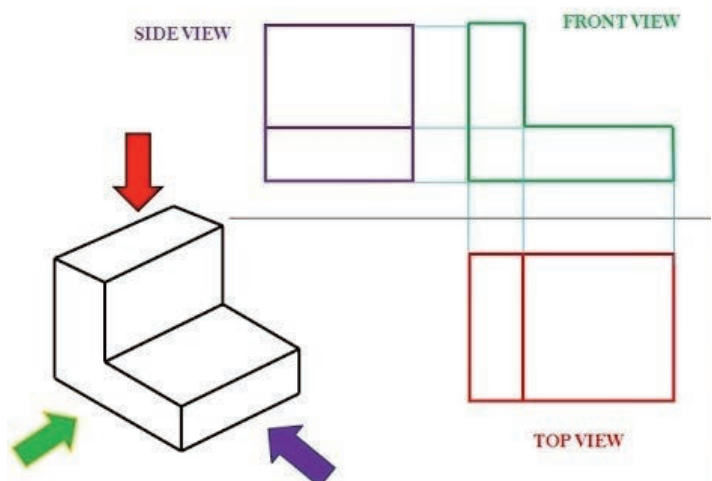
Orthographic Projection

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

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

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

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



Projection	Symbol
First angle	
Third angle	

Outlines	
Construction lines	
Hidden details	
Dimension arrow	
Centre line	

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

CNC Machining

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

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

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



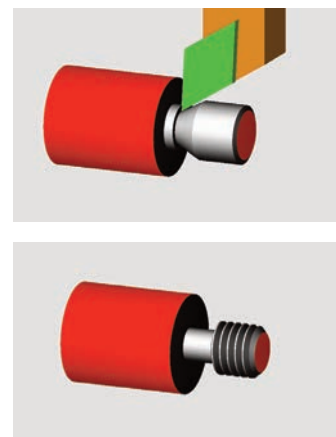
13

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

G-Codes and Simulation

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

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



N	G	M	X	Z	I	K	F	S	U	W	P	Q	R	T	Comments
10															CAM version 4.42
20	21														
30															
40															
50			30.000	10.000										01	Facing off
60	96	04						200							
70	99														
80	00			0.000											
90			19.000												
100	01		-1.000				0.250								

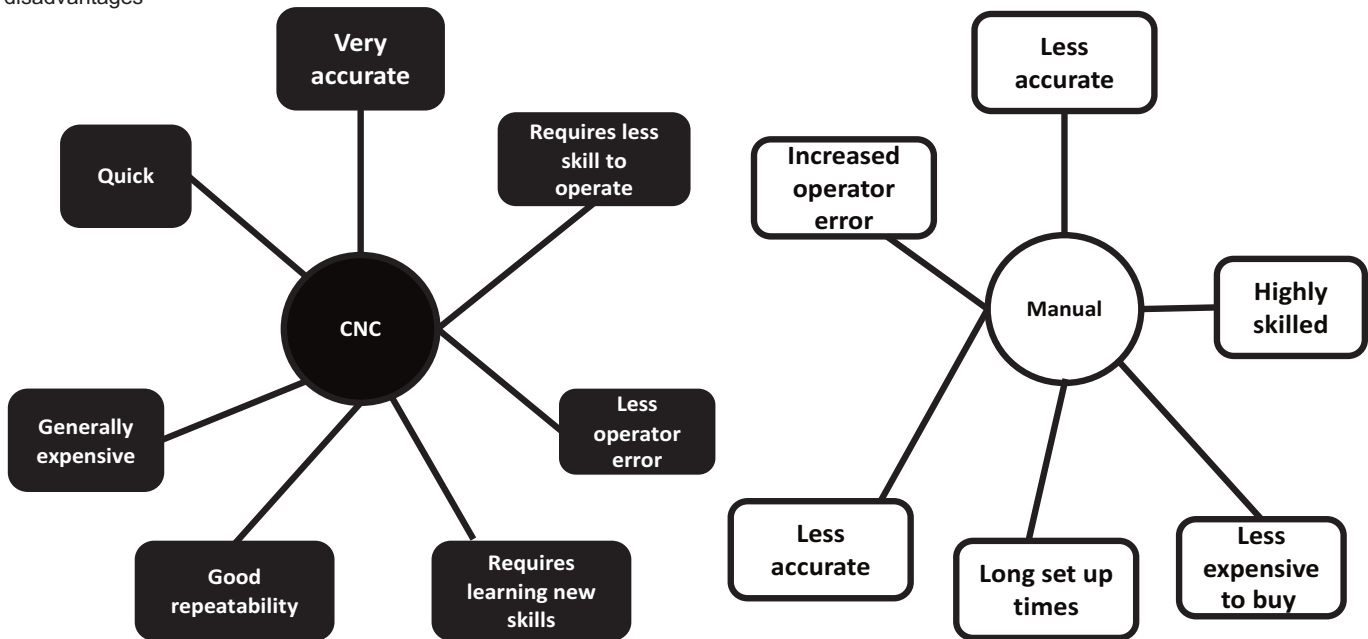
14

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

Comparing CNC machining to Manual machining

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

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

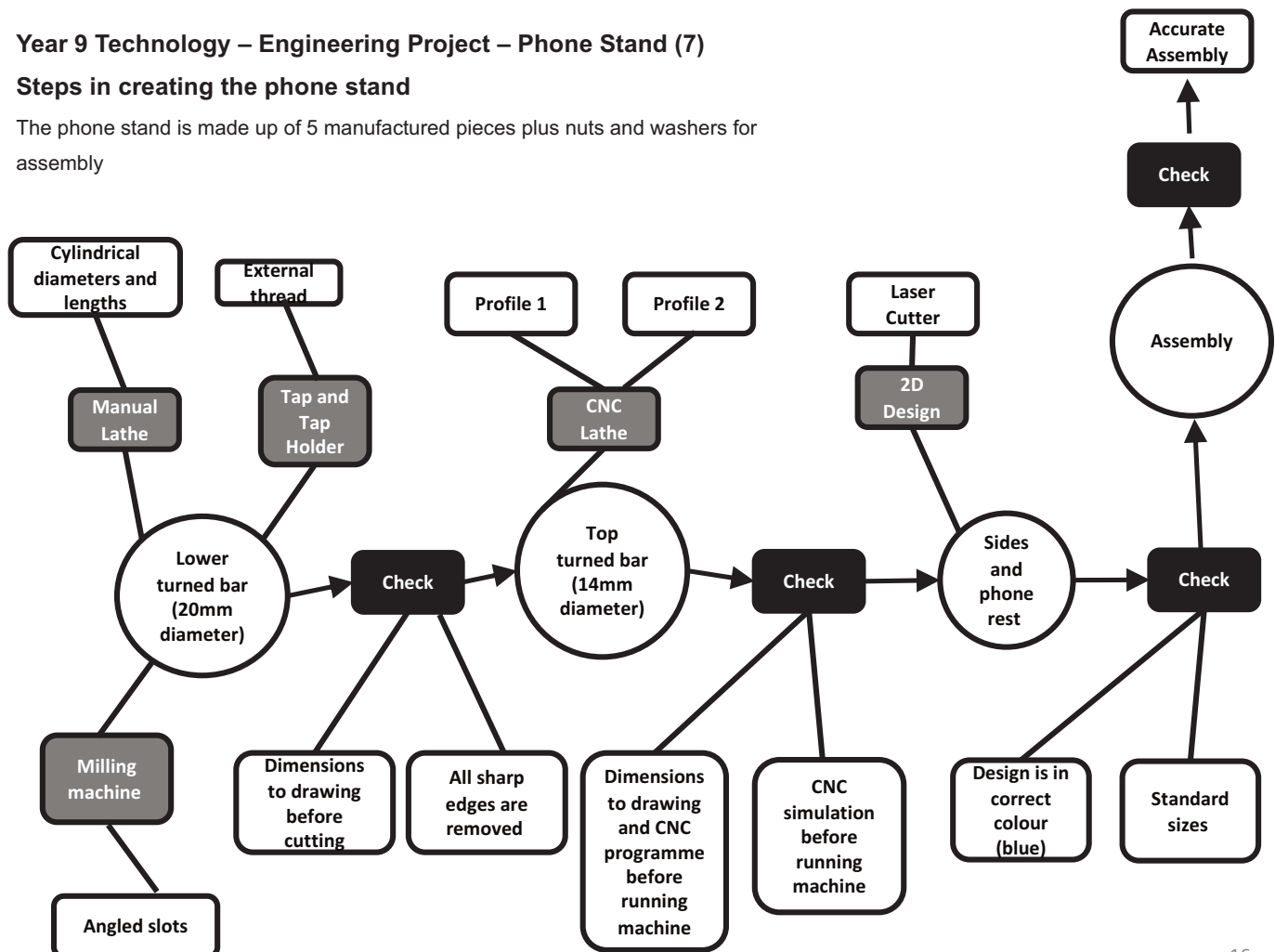


15

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

Steps in creating the phone stand

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



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

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The 4C's for Food Safety



CLEAN

Personal Hygiene

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

Kitchen Hygiene

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

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**.



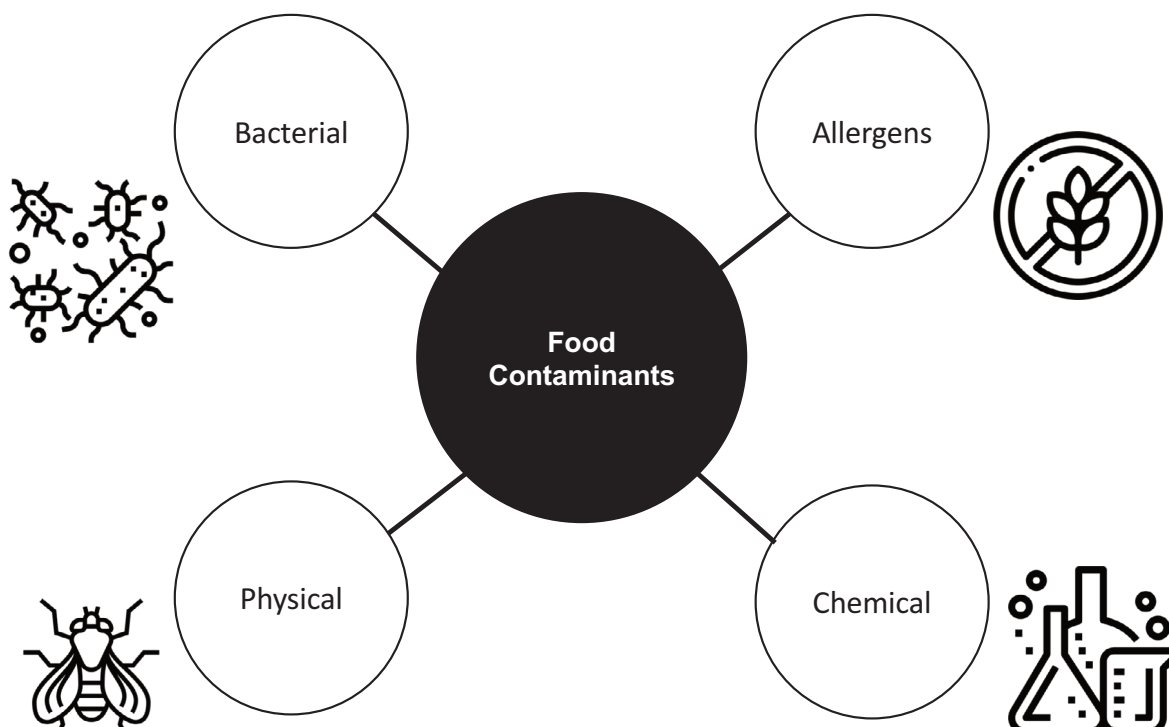
COOK

Use a temperature probe to ensure food is cooked.

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

19

Food related causes of ill health



20

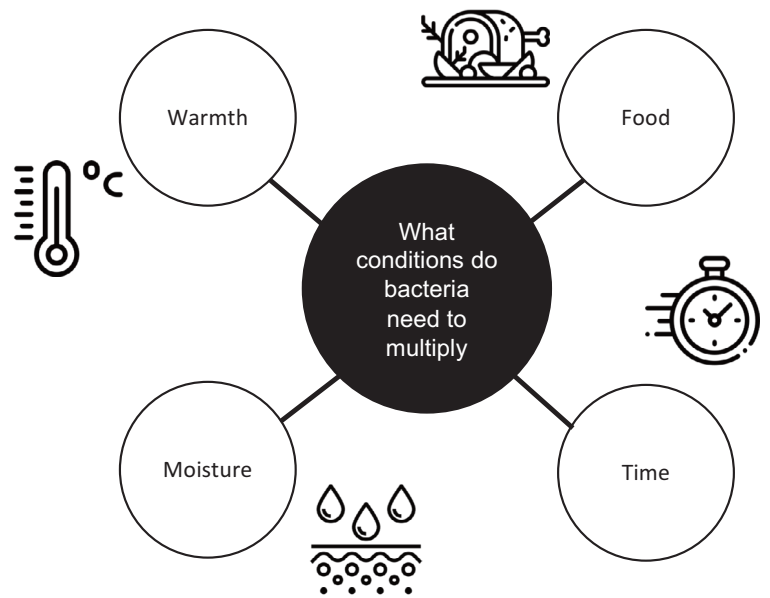
Food related causes of ill health

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.

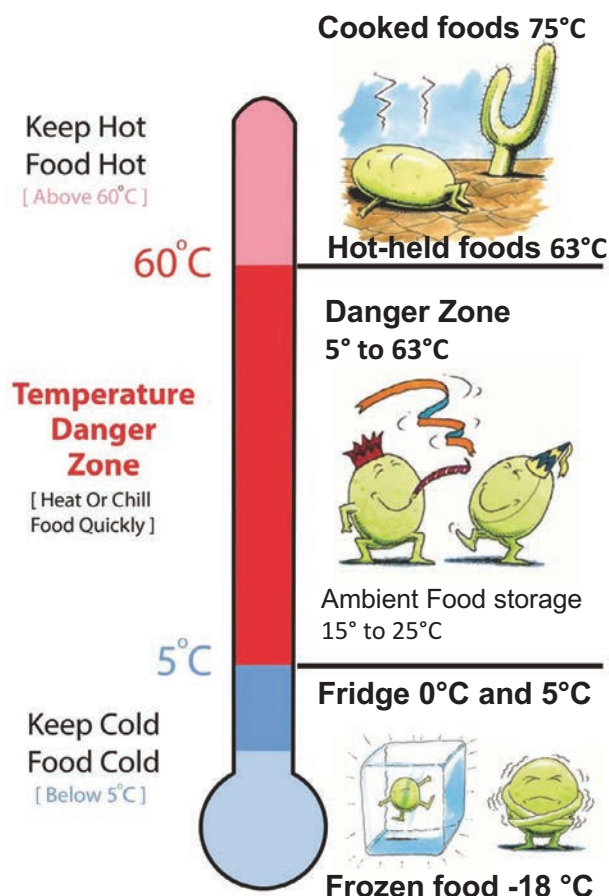


Sources of food poisoning bacteria

- 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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Common types of food poisoning

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

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

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Hospitality and catering providers

Keywords

Commercial: business that operates to earn money

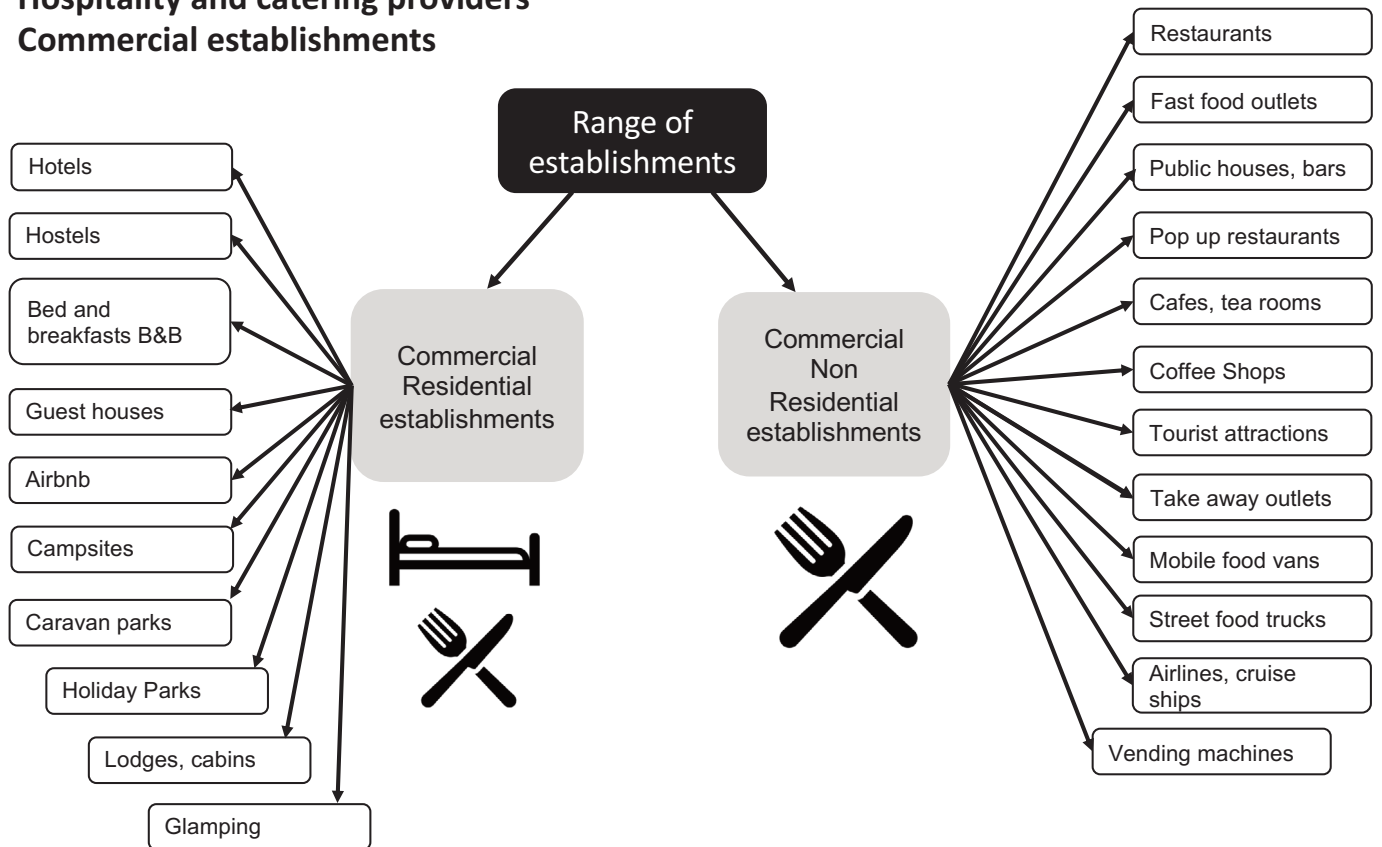
Non-commercial: non-profit organisations or government run provisions

Residential: where accommodation is offered

Non-residential: where only food and drink is offered

Hospitality and catering providers

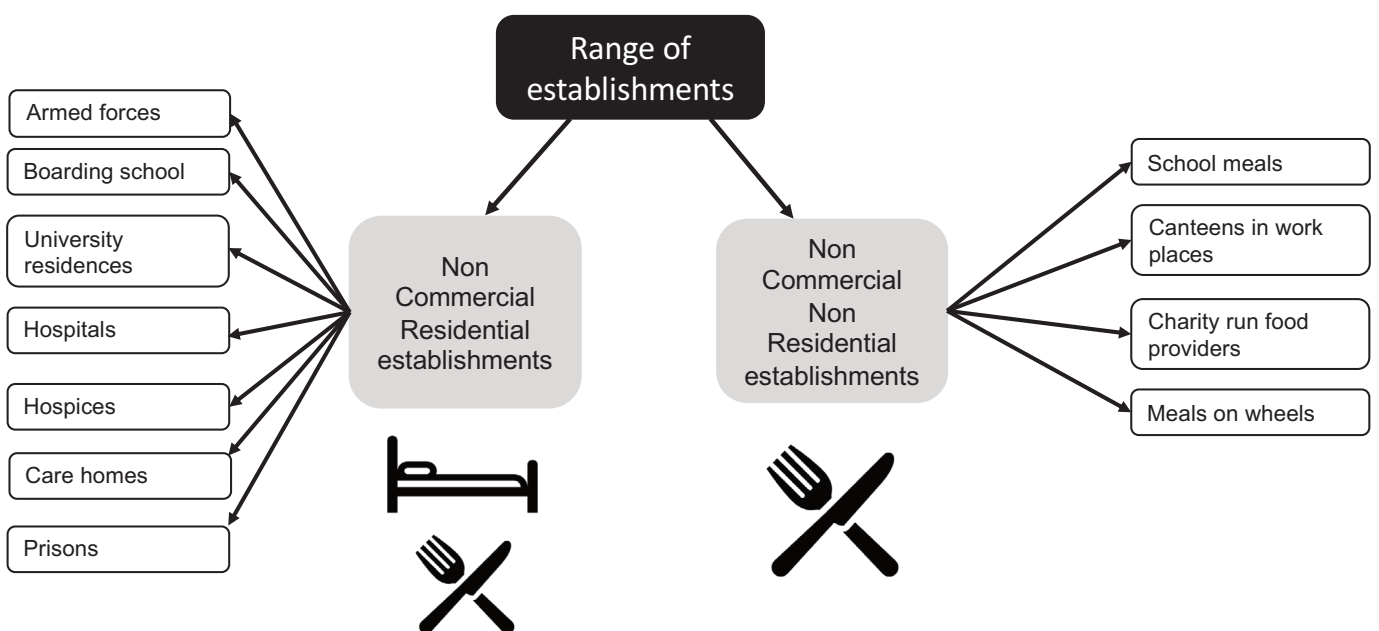
Commercial establishments



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Hospitality and catering providers

Non Commercial establishments



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Catering Options

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

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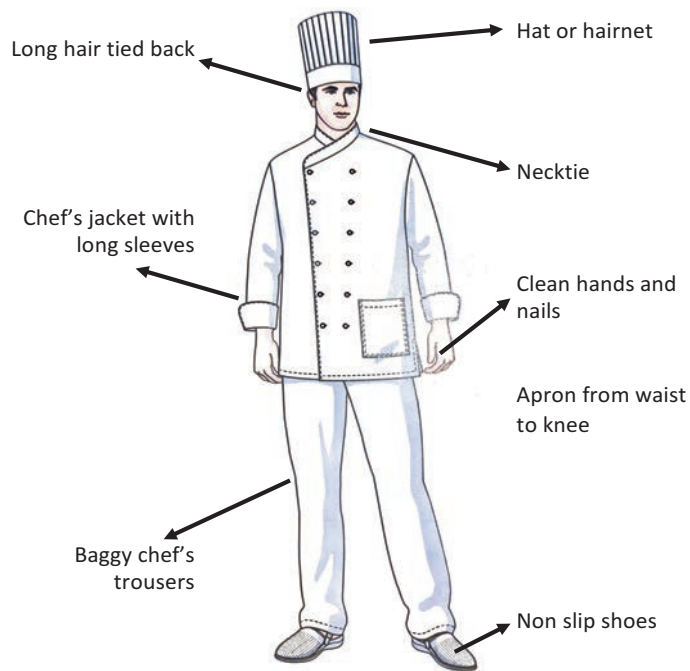
Catering Options (continued)

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

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Kitchen dress code

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

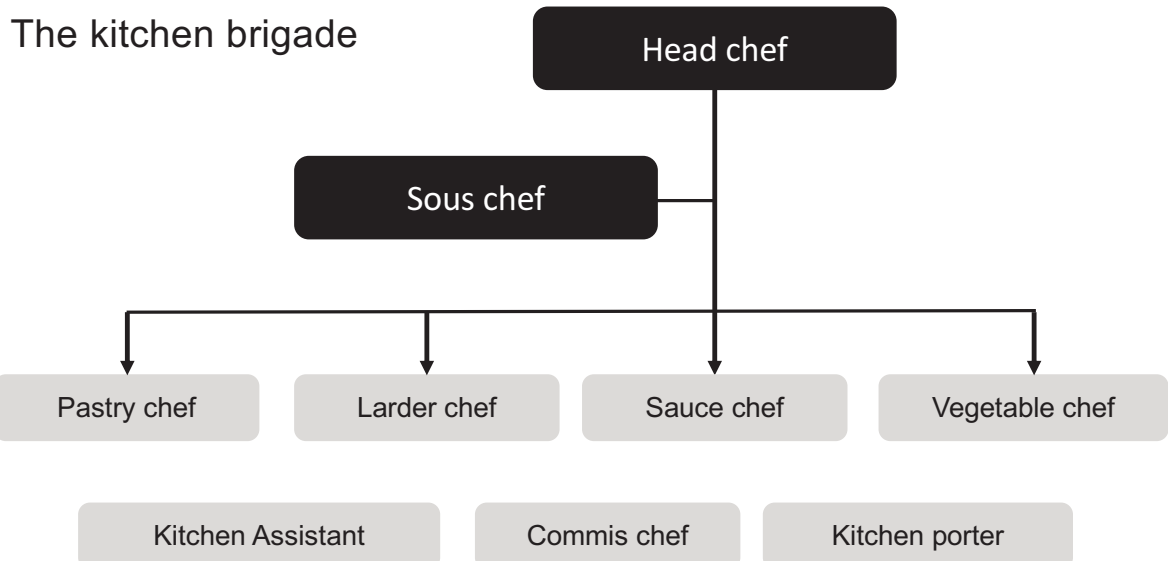


A chef should wear:

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

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Job roles in the Catering industry

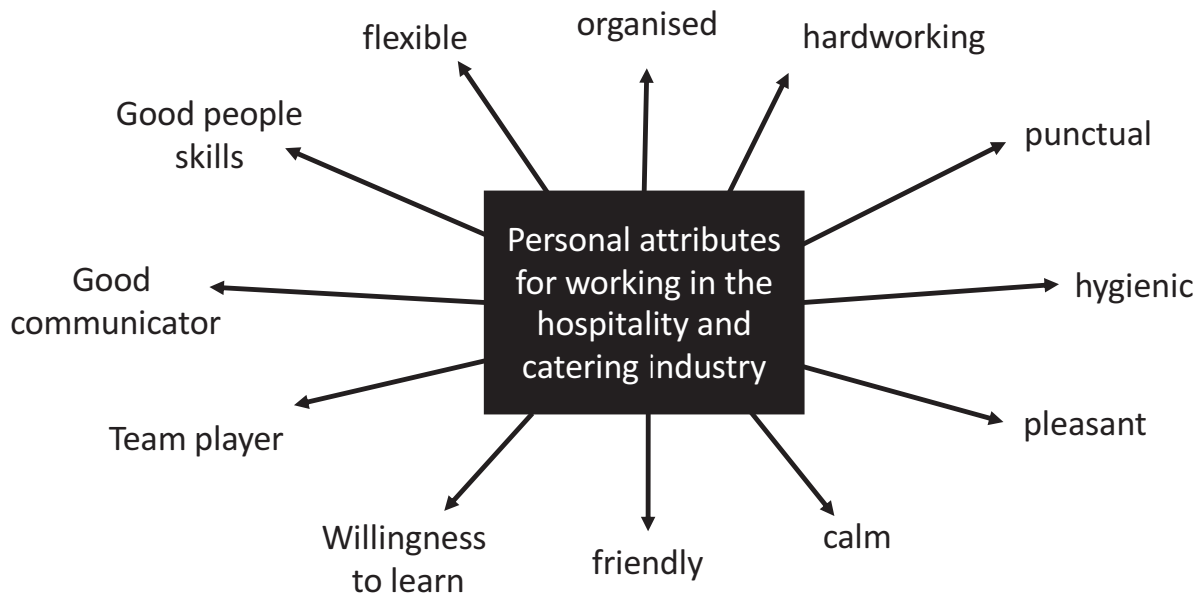


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Working in the hospitality and catering industry

Personal attributes

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



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Working in the hospitality and catering industry

Job roles – Kitchen Staff

Executive (Head) Chef

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

Sous Chef

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

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Working in the hospitality and catering industry

Job roles – Kitchen Staff

Chef de Partie

A chef de partie oversees a particular area within the kitchen

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



Butcher chef (Boucher)

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



Fish chef (Poissonnier)

Specialist chef in preparing fish dishes and sauces.



Fry chef (Friturier)

In charge of fried dishes.



Grill chef (Grillardin)

Specialist of foods that require grilling.



Pantry chef (Garde manger)

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



Roundsman (De tournant)

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



Pastry chef (Pâtissier chef)

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

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Working in the hospitality and catering industry

Job roles – Kitchen Staff

Apprentice / Commis Chef

Learning about food preparation techniques and assisting station chefs

Assisting with cleaning, deliveries and stock taking

Kitchen Plongeur

Aiping down walls, tiles, fridges, and freezers.

Maintaining and cleaning stations washing floors, taking out the rubbish

Cleaning all large equipment

Cleaning all the pots, dishes, and utensils

Kitchen Assistant

Washing and cleaning equipment and utensils.
managing waste disposal

Organising and managing equipment ready for the working day

Cleaning and maintaining hygiene and safety within the kitchen

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

Kitchen Porter

Keeping the fridge/freezer and storeroom organised.

collecting equipment and utensils and washing them

Checking that all equipment is washed and placed away correctly

Unloading and taking deliveries

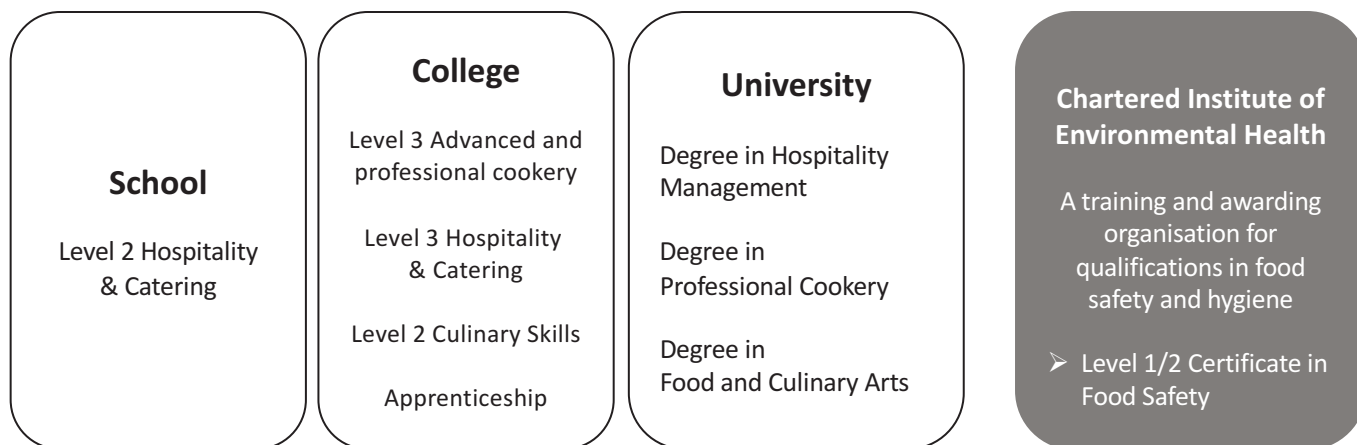
Emptying bins, sweeping and washing the floor

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Working in the hospitality and catering industry

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

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



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Factors affecting menu planning

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

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



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Factors affecting menu planning

Customer

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

Type of provision

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

Cost

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

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Factors affecting menu planning

Skills of the chef

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

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

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

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

Time available

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

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

Can some items be made in advance?

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

Equipment available

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

This includes kitchen equipment such as:

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

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Factors affecting menu planning

Time of year

The time of year can affect menu choices.

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

Environmental issues

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

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

Running the kitchen sustainably will save money.

Organoleptic properties

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

The chef will need to think about how the dish will look and taste.

Is there a range of colours?

Do the flavours go well together?

Are there a variety of textures?

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

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The difference between intolerances and allergies

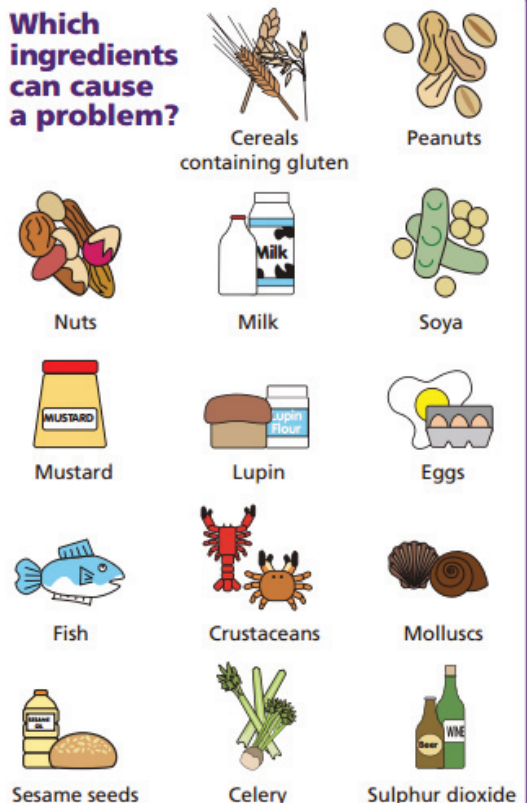
- Food intolerances are more common than food allergies. The symptoms of food intolerance tend to come on more slowly, often many hours after eating the problem food. Typical symptoms include bloating and stomach cramps.
- A food allergy is a rapid and potentially serious response to a food by your immune system. It can trigger classic allergy symptoms such as a rash, wheezing and itching.
- Genuine food allergy is rare. About 2% of the population and 8% of children under the age of three are affected. (www.nhs.uk)

Reasons for food intolerance

- Some people react to certain foods and eating them may cause uncomfortable symptoms or, in rare cases, a severe illness.
- Food intolerance is more common in children than in adults. Children often grow out of the intolerance before they go to school.

Allergies

Which ingredients can cause a problem?



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Symptoms of food allergies

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

The symptoms of food allergies vary:

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

Anaphylaxis

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

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

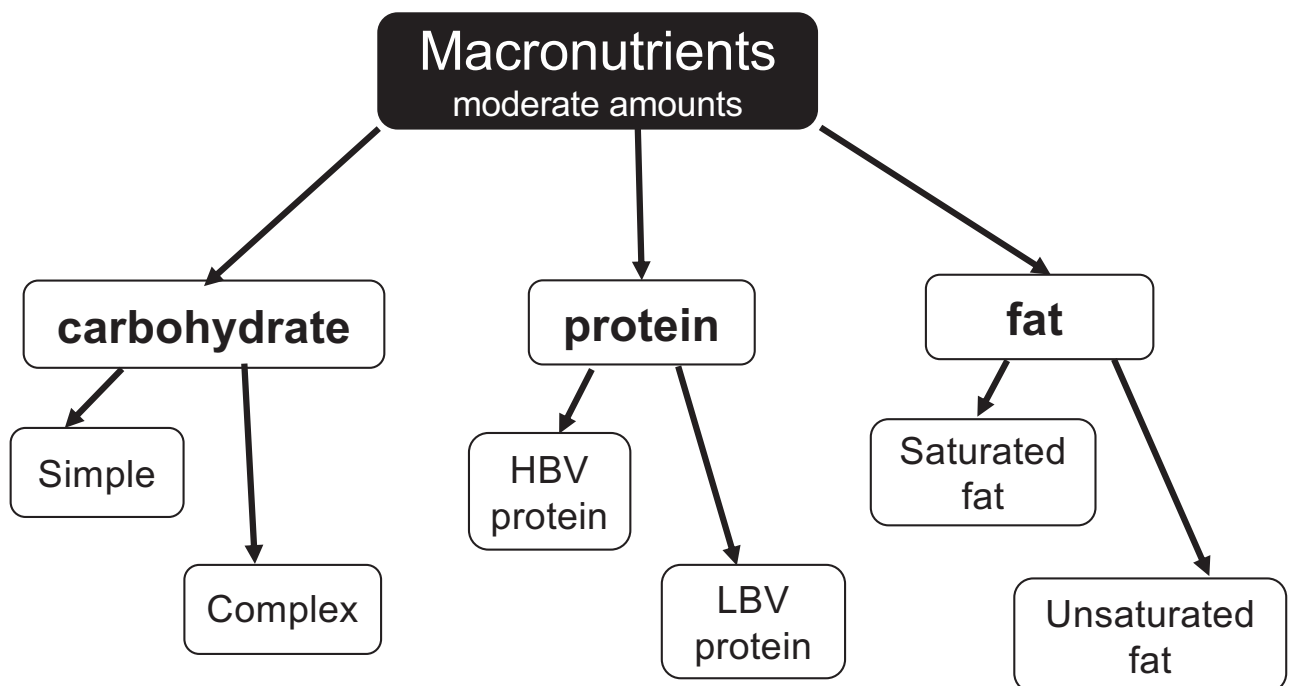
- Feeling lightheaded or faint.
- Fast, shallow breathing, wheezing
- A fast heartbeat
- Clammy skin
- Confusion and anxiety
- Collapsing or losing consciousness

Allergens in hospitality and catering

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

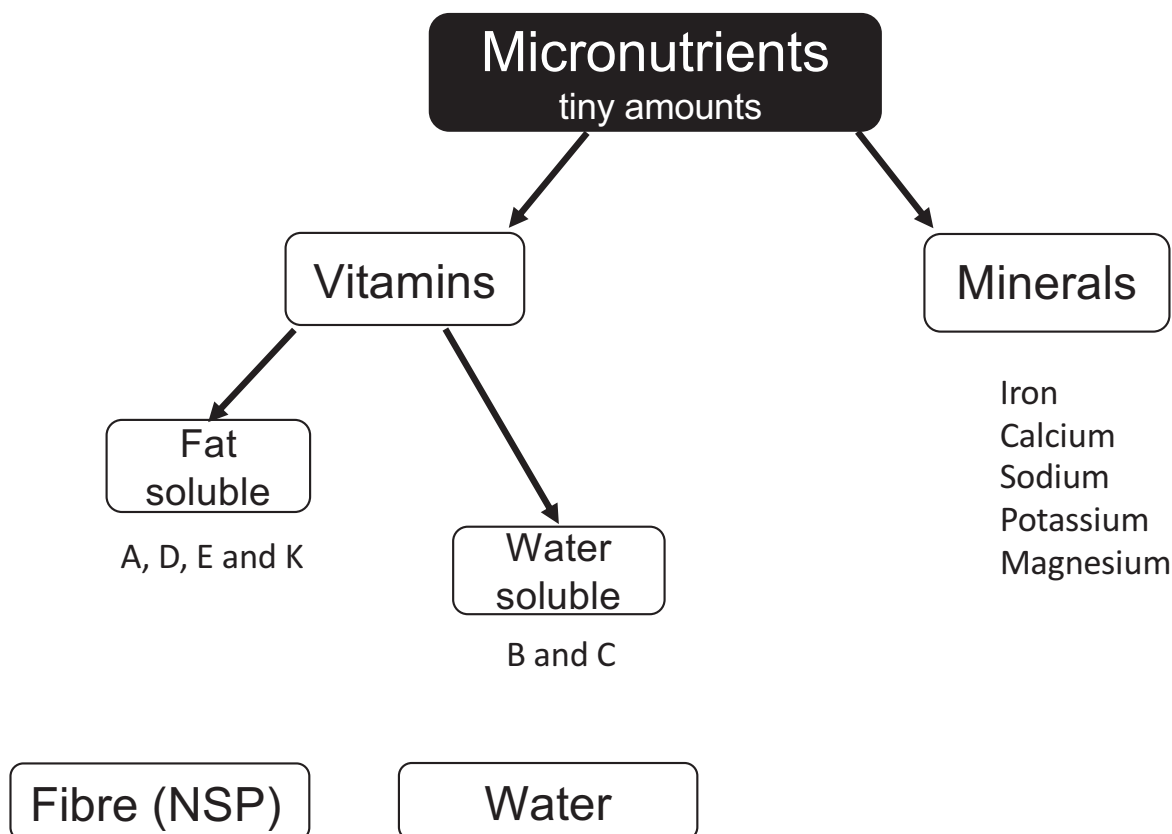
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Understanding the importance of nutrition



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Understanding the importance of nutrition



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A Healthy Balanced Diet

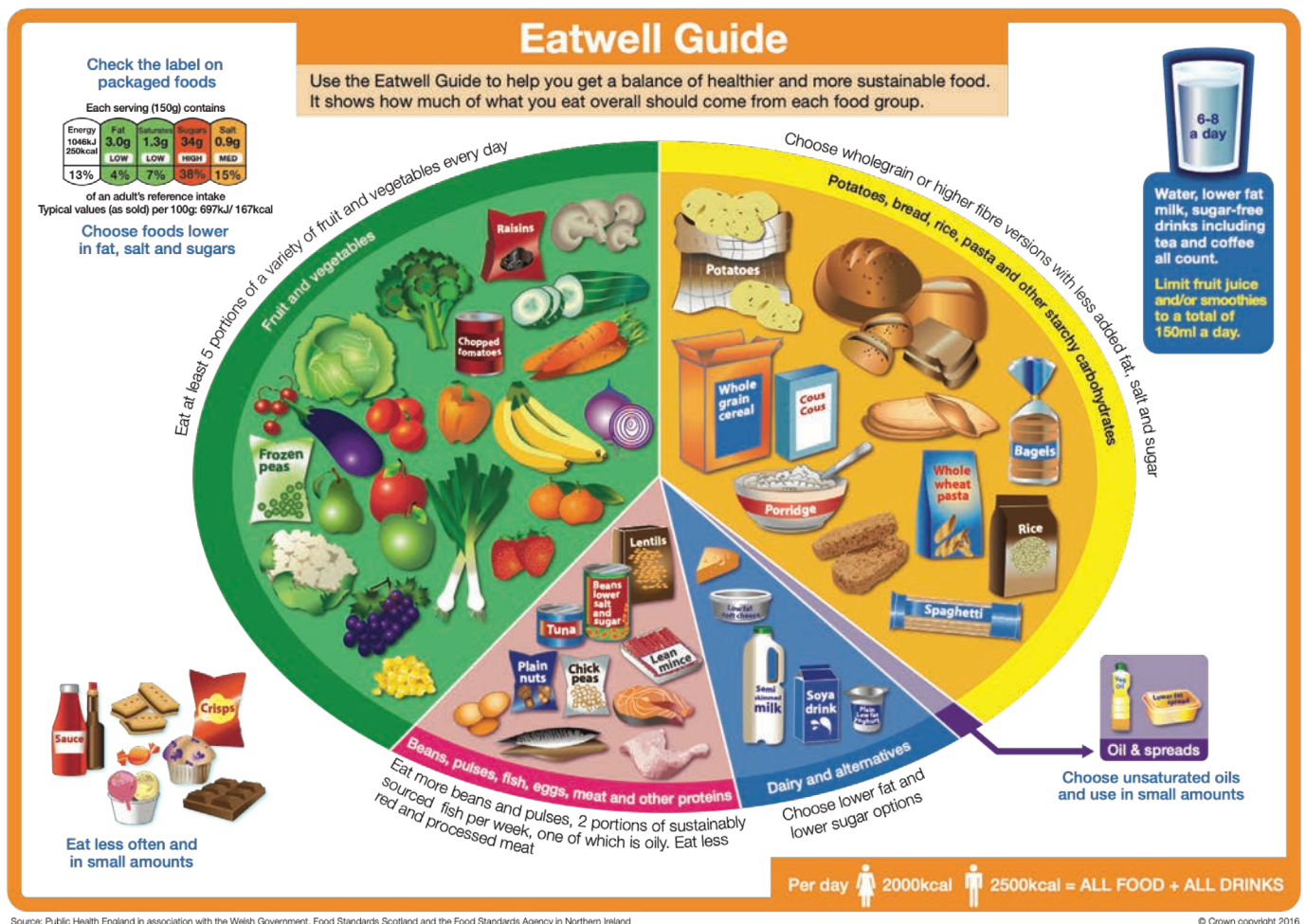
A healthy balance diet provides all the nutrients needed for healthy body functions and normal physical activity.

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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Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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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)

Sugar gives a fast release of energy that means your blood sugar levels go up.

Some foods contain natural sugars such as milk, fruit & honey.

glucose – Fruit, vegetables, honey, sugar beet/cane, corn

galactose – found in the milk of mammals

fructose – found in fruit
Fruit, vegetables

sucrose –
Sugar
beet/cane

maltose –
Soya beans,
barley, wheat

lactose – Milk
and milk
products

Complex Carbohydrates (starch)

Starchy foods provide a slow release of energy and help our blood sugar levels stay the same so we don't feel tired.

starch – Potatoes, wheat, oats, pulses, corn, rice, pasta, bread, cous cous, cereals, beans, lentils, kidney beans, porridge, muesli, non-starchy vegetables

Dietary Fibre (NSP) – found in wholegrain cereals, Fruit, vegetables, seeds and nuts

Excess carbohydrates :

Obesity, Tooth decay, Type 2 diabetes

Carbohydrates deficiency:

Lack of energy, weight loss, severe weakness

Protein

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

What is protein needed for?

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

Repair body tissues after illness, injury or surgery.

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

Maintaining the body (bones and muscles)

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

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

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

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

Some groups of people have a higher need for protein:

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

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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 temperature

Ensure a healthy immune system

Maintain healthy skin and hair

Provide energy (fat is very high in energy)

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

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

Cholesterol - a fatty substance usually produced by the liver – is carried in the blood by proteins. When these proteins and fat combine, they are called lipoproteins. These two main lipoproteins can be good or bad for our health:

Low-density lipoprotein LDL is the bad type of cholesterol that can build up and clog the arteries, causing stroke and heart disease.

High-density lipoprotein HDL the good cholesterol can positively affect the body by helping clear cholesterol out of the arteries or removing excess cholesterol to the liver, where it is broken down and disposed by the body.

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Fat-soluble Vitamins

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

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Water-soluble Vitamins

Vitamin	Function	Sources
Vitamin B1 Thiamine	Release of energy from carbohydrates Healthy nervous system Normal growth of children	Wholegrain products, wheat, rice Meat, fish, milk and dairy Marmite Seeds, nuts, beans and lentils. Peas Fresh fruit – bananas and oranges
Vitamin B2 Riboflavin	Energy release from foods / break down protein from food Healthy nervous system Maintain healthy growth and skin	Same as vitamin B1 Mushrooms
Vitamin B3 Niacin	Energy release from foods Helps the body use of protein and fat Helps with lowering fat levels in the blood Healthy nervous system, skin and hair	Same as vitamin B1
Vitamin B9 Folate/Folic acid	Helps body form healthy red blood cells Helps body use protein Important for the development of unborn babies (essential for pregnant women)	Liver and kidney Wholegrain products Pulses and seeds Leafy green vegetables, asparagus Potatoes

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Water-soluble Vitamins

Vitamin	Function	Sources
Vitamin B12 Cobalamin	Supports production of energy Protective coating around nerve cells Brain function Production of red blood cells Not enough B12 can cause anaemia	Meat, fish and shellfish Dairy products, cheese, milk, yogurt Eggs
Vitamin C Ascorbic acid	Helps absorb iron from foods Helps the immune system fight and prevent infection Production of collagen that binds connective tissue Antioxidant – protects from pollutants in the environment Helps heal wounds Helps skin health	Citrus fruits, lemon, oranges, limes kiwi, blackcurrants, strawberries, papaya, pineapple, mango Potatoes Salad and green vegetables, e.g. broccoli, kale, spinach Peppers, chillies, cauliflower

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Minerals

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

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Dietary Fibre (NSP)

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

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

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

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

Functions

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

Deficiency

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

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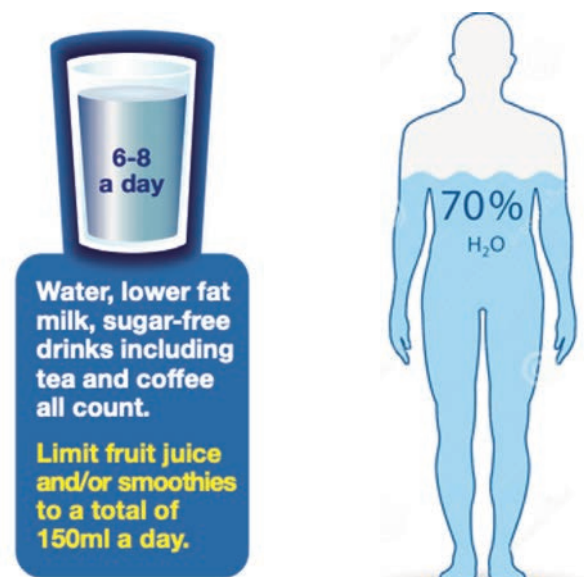
Water in the diet

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

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

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

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



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Nutrition at different life-stages

Early childhood (3-8 years)

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

Adolescence (9-18 years)

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

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Nutrition at different life-stages

Early adulthood (19-45 years)

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

Middle adulthood (46-64 years)

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

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Nutrition at different life-stages

Later adulthood (65+ years)

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

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How to plan production

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

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How to plan production - Glossary

Commodity list with quantities

A production plan needs to include list of all the ingredients needed and their quantities.

An ingredients list can be a stand-alone list or included in the production plan.

Equipment list

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

Health, safety, hygiene, and storage

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

Mise en place preparation before cooking

Equipment should be prepared before weighing and measuring ingredients. Ingredients should be stored correctly, ready to be used.

If preparing a fish to be cooked, it should be washed, cut, deboned, and filleted. The production plan should be read very carefully, and the stages should be understood. The oven must also be turned on to the correct temperature.

Quality points

Quality points should be checked before preparing, cooking and serving.

All equipment should be checked for damage and cleanliness, and fruit and vegetables should be fresh, bright, and not bruised. When using fish, the 'use by' date should always be checked, and the fish should smell fresh, have bright eyes, and should be firm and shiny (not slimy).

Meat should also be checked to make sure it is not past its 'use by' date; it should smell fresh and feel firm. Meat needs to be the right colour and shouldn't be too fatty.

Hot holding and serving

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

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How to plan production - Glossary

Cooling

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

Cooking

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

Timing

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

Contingencies

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

Sequencing/dove-tailing

This is an essential process of planning; it is the order of the production. Sequencing or dove-tailing needs to be considered to ensure all dish parts are ready simultaneously. When designing the menu for your brief, you will need to consider the correct order of preparing and cooking the dishes.

For example, making ice cream after other dishes will mean it won't be ready in time, as it takes longer to set and freeze.

How to plan production – examples of special points

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

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How to plan production - examples of special points

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

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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)

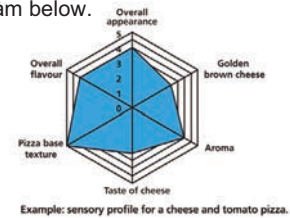
Burnt	Yeasty	Garlicky
Fragrant	Sickly	Spicy
Fruity	Spicy	Stale

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.



Rating Tests

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

Year 9 Geography Knowledge Organiser

Contents Page

Topic	Pages
Geography overview	Pages 3 - 10
How to protect our crumbling cliffs	Pages 11 - 31
Development and <u>Globalisation</u>	Pages 32 - 42
Water issues and management	Pages 43 - 56
Tourism	Pages 57 - 77
Glossary of Key terms	Pages 78 - 84
Maps	Pages 85 - 98

GEOGRAPHY OVERVIEW

3

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

4

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 ...

5

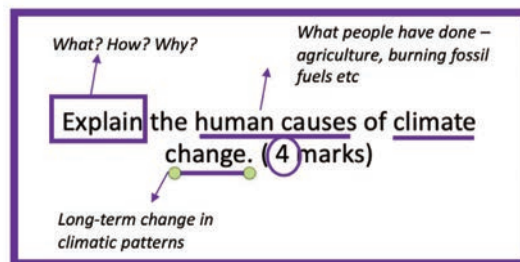
BUG the exam question

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

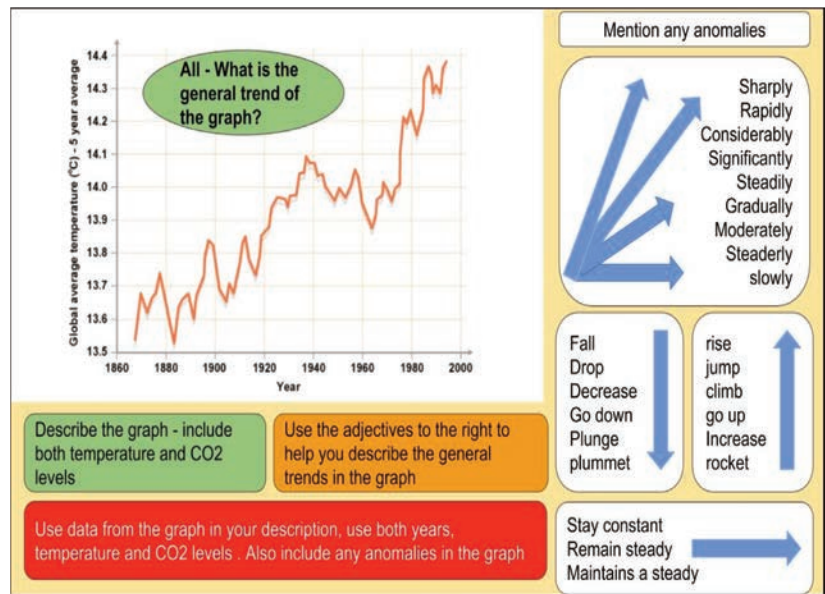
How does your point link back to the question ?

6

Reading a graph in Geography

PEA

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



7

Reading maps in Geography – 'CLOCK'

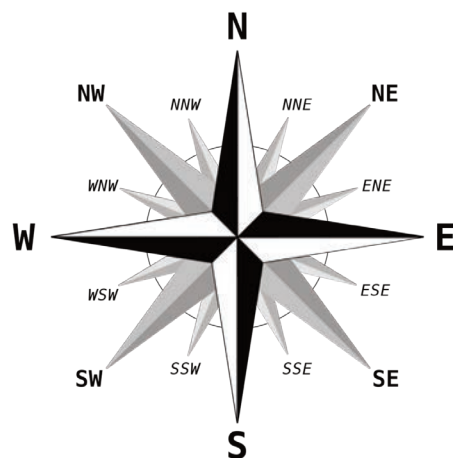
C = Country

L = Latitude / longitude

O = Oceans and Seas

C = Compass points

K = Kilometres (distance and scale

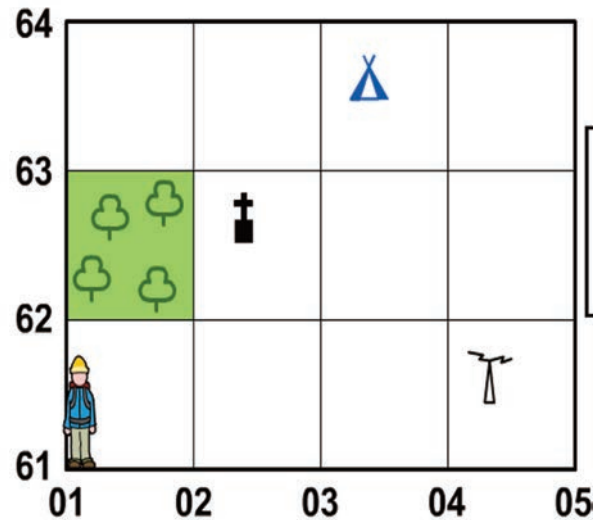


8

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.



Paper 2 – The Problem solving paper (Decision making)

Don't try to predict the topic or what they will ask you to do.

When you use the resource booklet – use it, don't copy it! They know what they have put in the resource booklet. Everything is there for a reason.

1. Plan your answer
2. Rank your option choices
3. Develop your points using connectives (list on the next slide)
4. Link to SEEP (*Social , Economic, Environmental, Political*)
5. Link it to stakeholders - who would be in favour / benefit ? Who would be against it / lose out ?
6. Use the resource booklet – but don't copy it !
7. Link to scale – *local, regional and national*
8. Link to time – *short term vs long term*
9. Think about the bigger picture – are there any national or global issues ?
10. Make sure you answer what it is they have asked you to do – put in the correct order / work well together / be sustainable etc

How to Protect our crumbling cliffs

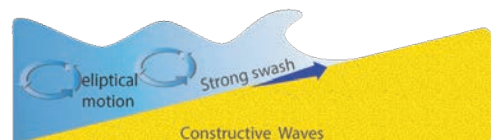


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Coasts: Waves

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

Constructive Waves:



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

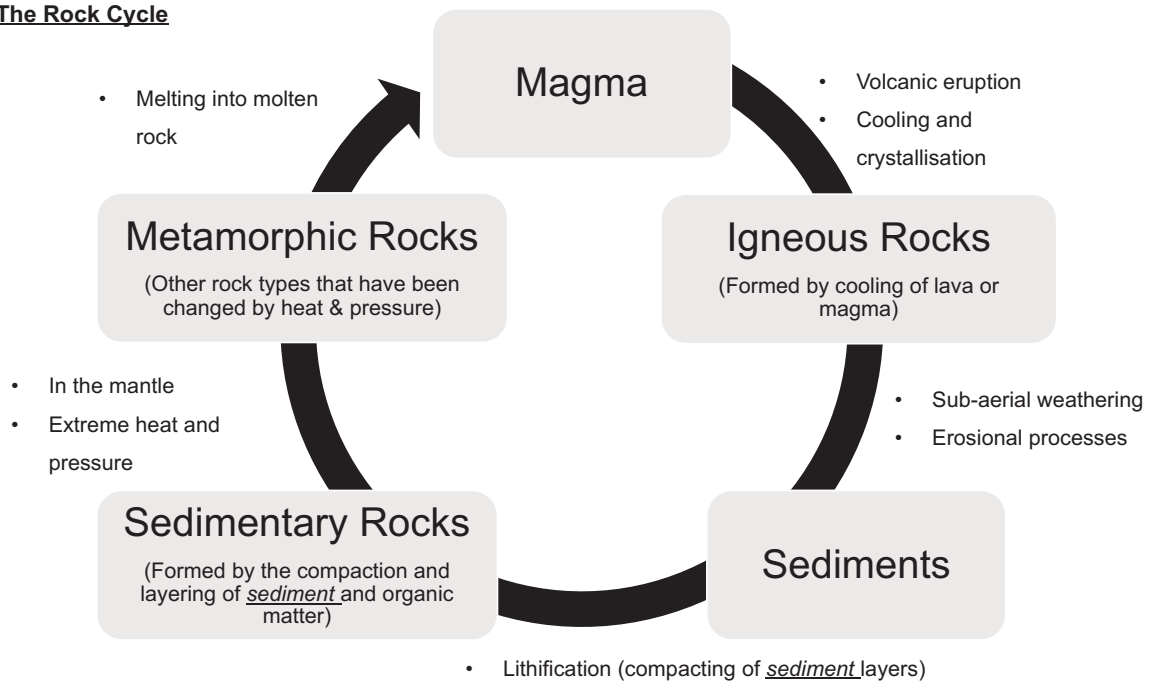
Destructive Waves:



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

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Coasts: The Rock Cycle



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Coasts: Sub-Ariel Weathering and Mass Movement

Sub-Ariel Weathering

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

Biological Weathering

Breakdown of rock due to plants or animals

- Animals burrowing into the cliff face, displacing rocks
- Plant roots growing into rock cracks and breaking them apart

Chemical Weathering

Breakdown of rock through changing its chemical composition.

- Carbonation (acidic rain dissolving rocks)

Physical Weathering

The breakdown of rock without changing its chemical composition.

- Freeze-Thaw (water getting into cracks, freezing- pushing rocks apart, thawing then repeating process until rock breaks apart)
- Wetting and Drying (shrinking and expanding of material)

Mass Movement

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

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

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Coasts: Marine Erosion Key Terms

Hydraulic action

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



Attrition

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



Abrasion

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



Solution

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



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Coasts: Erosional Landforms (Headlands & Bays)

Alternating bands of hard and soft rock.



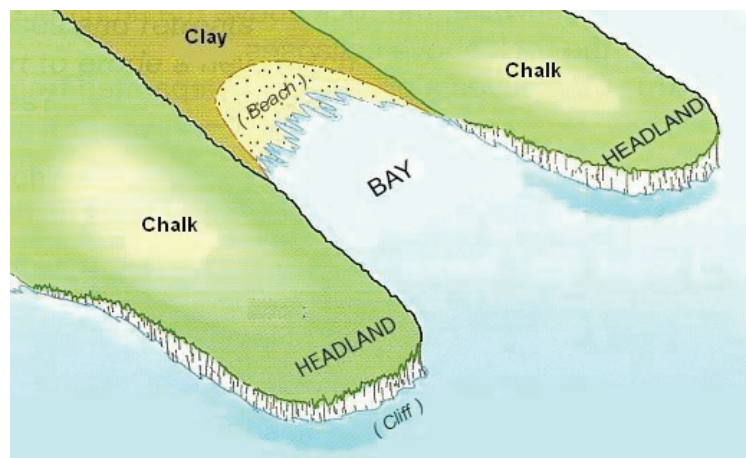
The bands of soft rock, such as sand and clay, erode more quickly than those of more resistant rock, such as chalk.



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

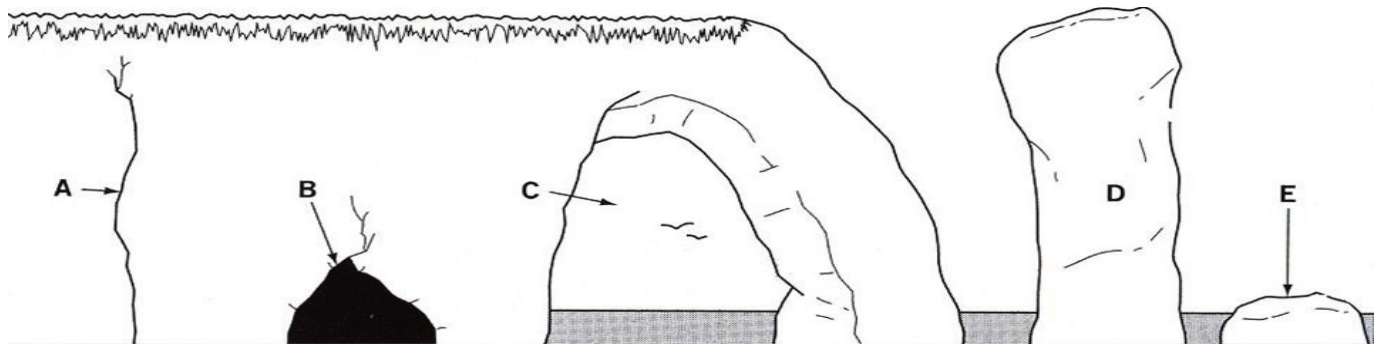


The areas in-between headlands, where the soft rock has eroded away, are called bays



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



Cracks form in the cliff face due to hydraulic action



Hydraulic action and abrasion force the crack to grow into a cave



The cave becomes larger before breaking through the headland, leaving a natural arch



The arch is broken down by subaerial weathering and collapses



This leaves a tall rock column called a **stack**



The stack is eroded and weathered forming a **stump**

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Coasts: Erosional Landforms (Wave-Cut Platforms)

1 Weather weakens the top of the cliff.



2 The sea attacks the base of the cliff forming a wave-cut notch.



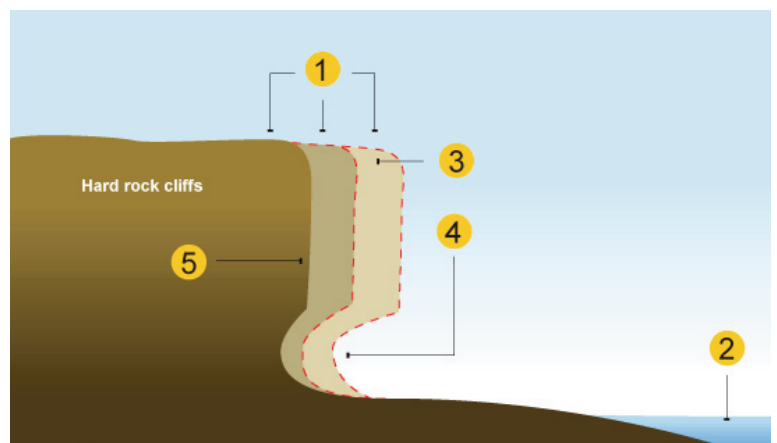
3 The notch increases in size causing the cliff to collapse.



4 The backwash carries the rubble towards the sea forming a wave-cut platform.



5 The process repeats and the cliff continues to retreat



18

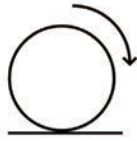
Coasts: Transportation Key Terms

Transportation

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

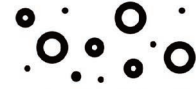
Traction

Large pebbles and boulders are rolled along the seafloor.



Suspension

Beach material is suspended and carried by the waves



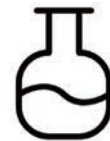
Saltation

Beach material is bounced along the seafloor



Solution

Material is dissolved and carried by the water

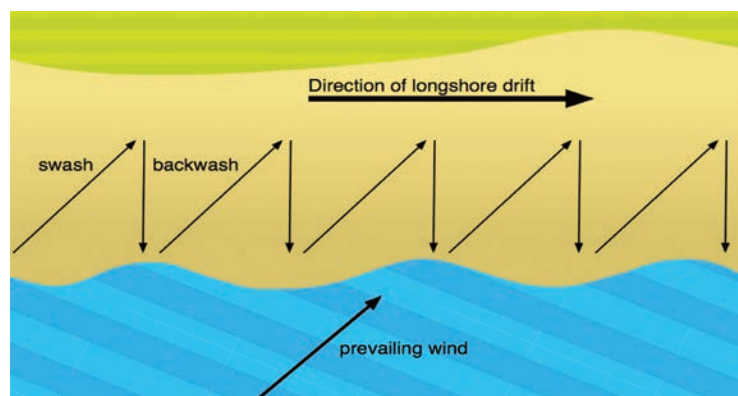


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Coasts: Longshore Drift

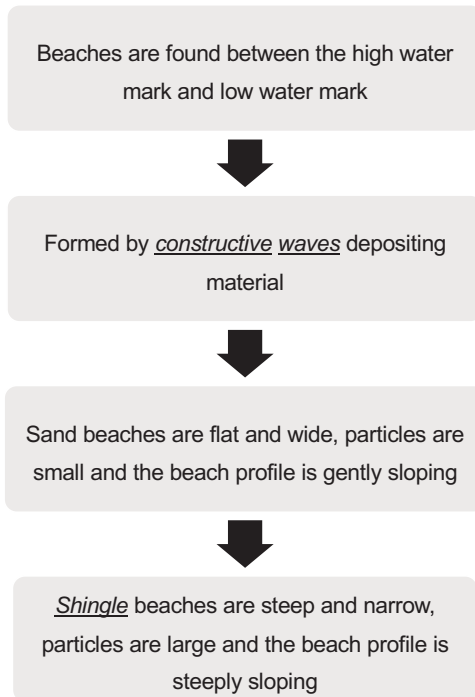
The movement of material along the coast is called longshore drift.

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



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Coasts: Depositional Landforms (Beaches)



Key Terms

Sediment

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

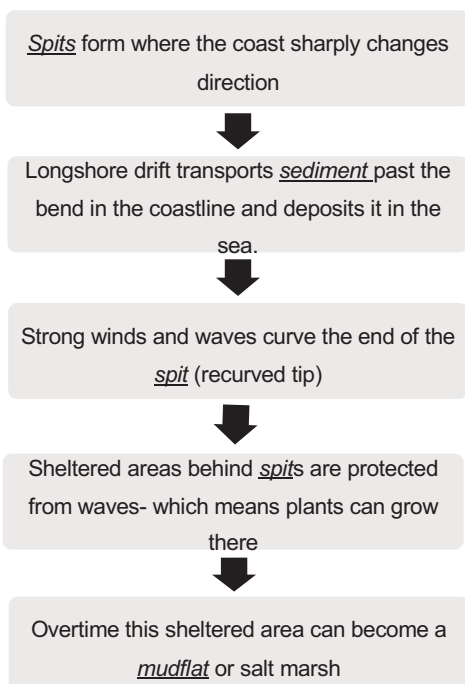
Shingle

Small rounded pebbles



21

Coasts: Depositional Landforms (Spits)



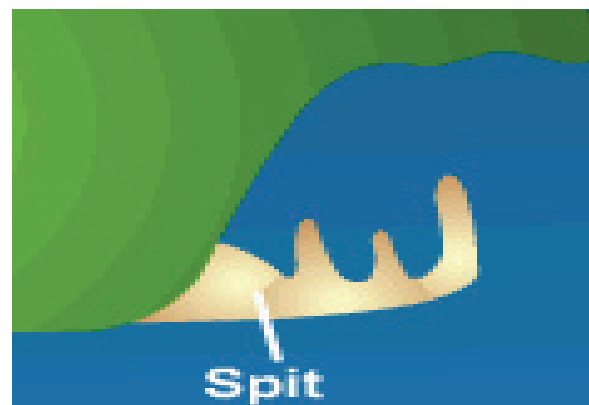
Key Terms

Mudflat

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

Saltmarsh

An area of coastal grassland that is regularly flooded by seawater



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Coasts: Depositional Landforms (*Bars*)

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



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



A *lagoon* forms behind the *bar*

Key Terms

Lagoon

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



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Coasts: Coastal Management

Shore Line Management Plans:

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

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

Key Terms

Hard Engineering

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

Soft Engineering

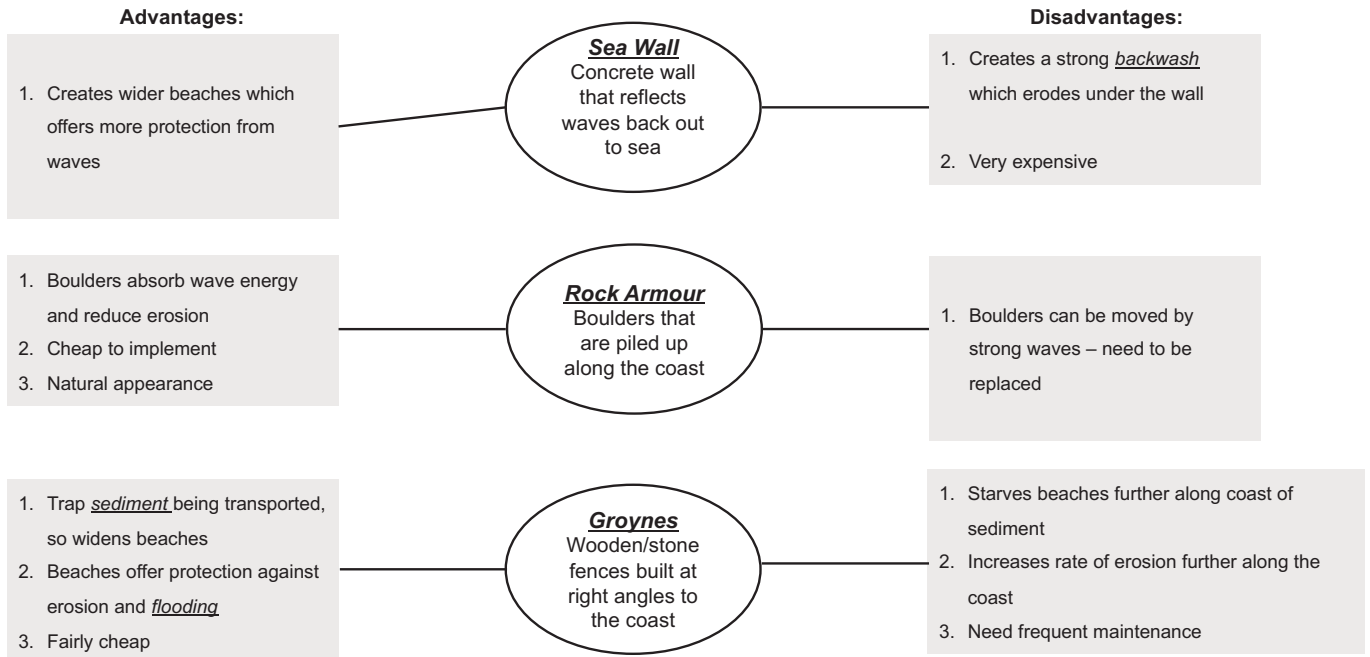
Schemes set up using knowledge of the sea and its processes to reduce the effects of *flooding* and erosion

Shoreline Management Plan

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

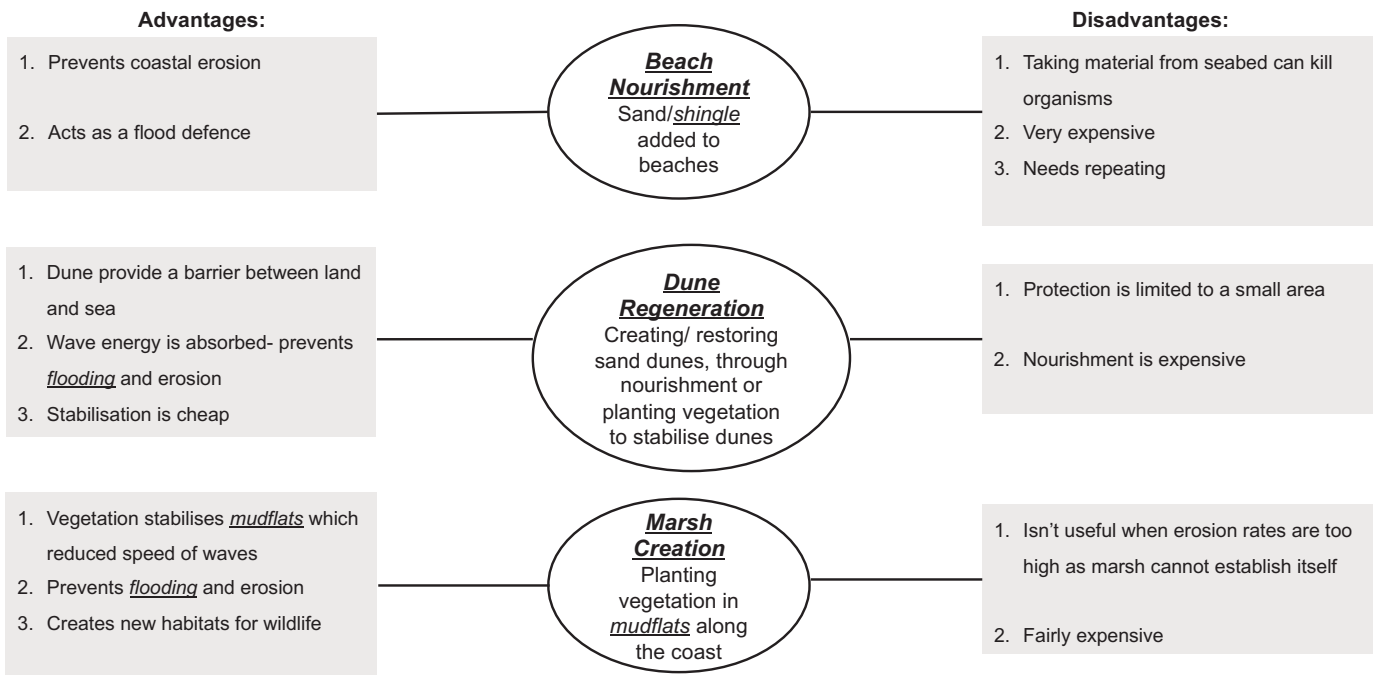
24

Coasts: Coastal Management- *Hard Engineering Strategies*



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Coasts: Coastal Management- *Soft Engineering Strategies*



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Coasts: Holderness Case-Study (1)

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

Reasons for rapid erosion:

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

The Effects of Rapid Erosion-

Social Impacts:

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

Environmental Impacts:

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

Economic Impacts:

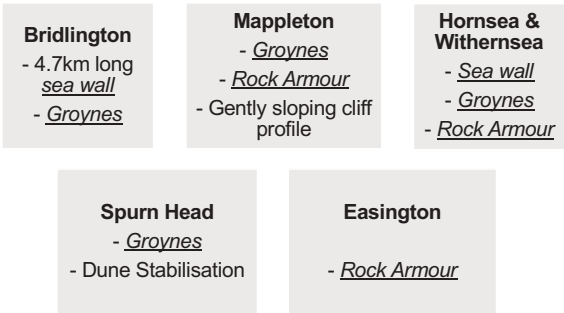
- 1. Property prices along the coast have fallen sharply
- 2. Businesses and jobs are lost (e.g. Seaside Caravan Park at Ulrome is losing approx. 10 pitches/ year to erosion)

Coasts: Holderness Case-Study (2)

Coastal management: The Issues

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

Engineering Strategies along the Holderness Coastline:



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

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

Coasts: Climate Change and the Coast

Sea levels are rising due to Global Warming

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

Key Terms:

Global Warming

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

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

Melting Ice

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

Thermal Expansion

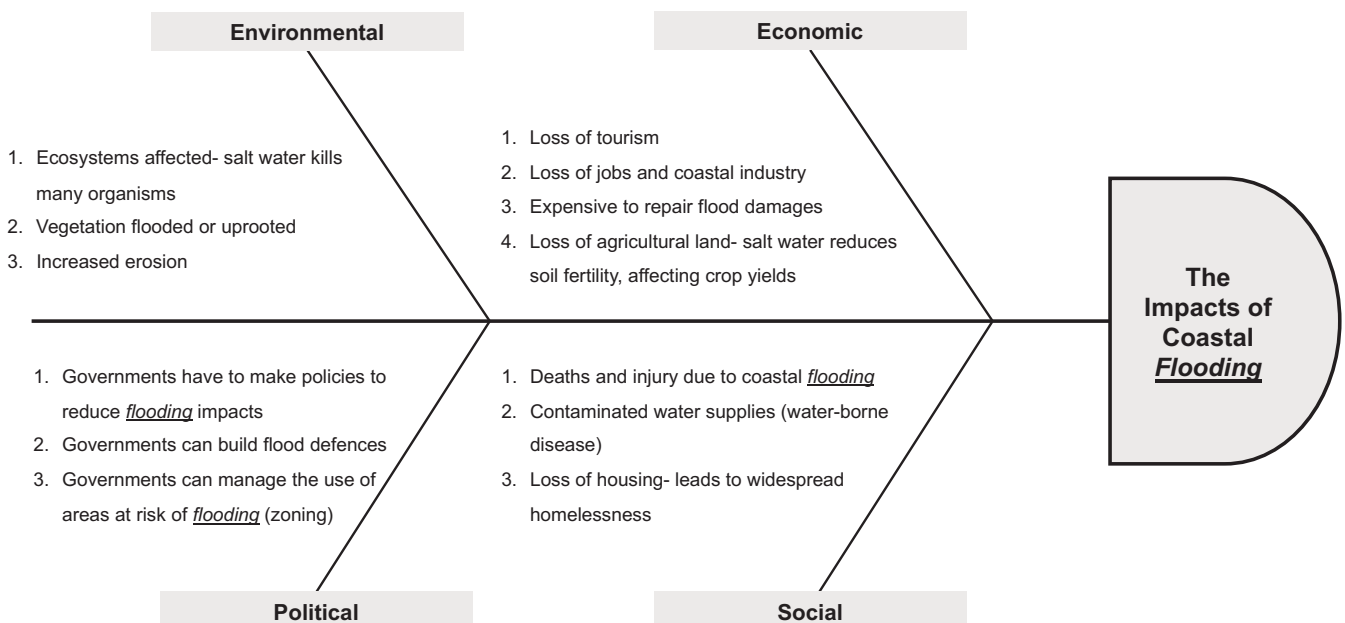
- Increased global temperature causes oceans to get warmer
- Heated water particles expand
- This expansion increases the volume of water, causing sea levels to rise

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

E.g. Bangladesh and the Maldives

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Coasts: The Impacts of Coastal Flooding



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Coasts: The Maldives Case-Study

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

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

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

Population: Approx. 440,000 people

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

Key Terms:

Submerged

To be completely covered by the sea/ocean

Desalination

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

Carbon Neutral

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

The Impacts of Coastal Flooding on the Maldives

Social

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

Environmental

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

Economic

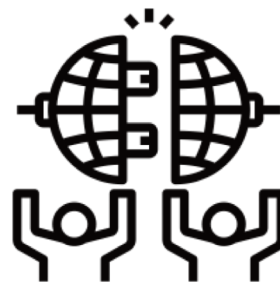
1. Loss of tourism- largest industry in the Maldives. If main airport cannot operate then international tourism will be lost
2. Disrupt fishing industry- fish are the Maldives largest export. Coastal flooding may damage fish processing plants

Political

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

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Development and Globalisation



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Development keywords

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

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Key term	Definition
Low Income Countries (LICs)	Poorer countries with a Gross National Income of less than \$1,045/year, per person, e.g. DR Congo and Mali.
Medium Income Countries (MICs)	Countries with a Gross National Income of between \$1,045 and \$12,735/year, per person. Split again between Lower Middle Income (\$1,045-\$4,126 and Upper Middle income). Lower <u>MIC</u> e.g. s India and Turkey. Upper <u>MIC</u> e.g. s Brazil, China and South Africa.
High income Countries (HICs)	Richer countries with a Gross National Income of more than \$12,375/year, per person, e.g. UK, USA, Germany.
Newly Industrialised Countries (NICs)	Countries that are developing fast because of rapid growth in recent years, e.g. Brazil, Russia, India and China (the BRICs).
Multinational Companies (MNCs)	A company that manufactures and trades across the world. They usually have their headquarters in <u>MICs</u> , where the profit goes to shareholders, e.g. Nike, Apple, Google and Amazon.
Poverty Line	The estimated minimum level of income needed to secure the necessities of life (food, water, shelter).
Formal jobs	Jobs that the government are aware of and that pay tax so can help reinvest into the country. They have contracts and come with workers protection.
Informal jobs	Jobs that don't pay taxes, that don't have formal contracts, benefits or protection. HICs have very few <u>informal jobs</u> with <u>LICs</u> having a lot.
Primary economic sector	All jobs involving extracting raw materials, rearing animals and growing crops.
Secondary economic sector	A type of industry where raw materials are made into something, often called manufacturing.
Tertiary economic sector	Providing services including retail (shops), tourism, education, health and banking.
Quaternary economic sector	Section of employment that is knowledge-based, e.g. ICT and research.

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What is development and how can we measure it ?



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

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

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

Many indicators can be used to measure development .

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

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

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

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

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

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What is development and how can we measure it ?

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

HIC's are richer countries with a Gross National Income of more than \$12,375/year, per person, e.g. UK, USA, Germany.

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

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

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

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

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

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

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Scattergraphs

A scattergraph is a type of graph that shows the relationship between 2 indicators

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

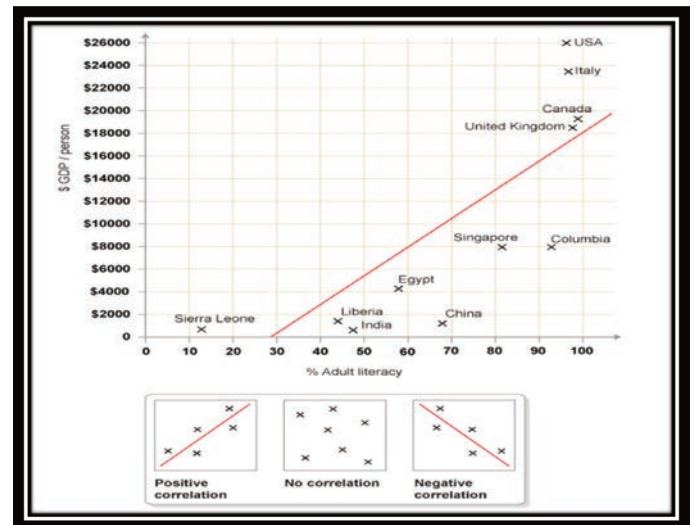
A **line of best fit** is then drawn. This line needs to have the same number of points on each side of the line

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

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

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

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

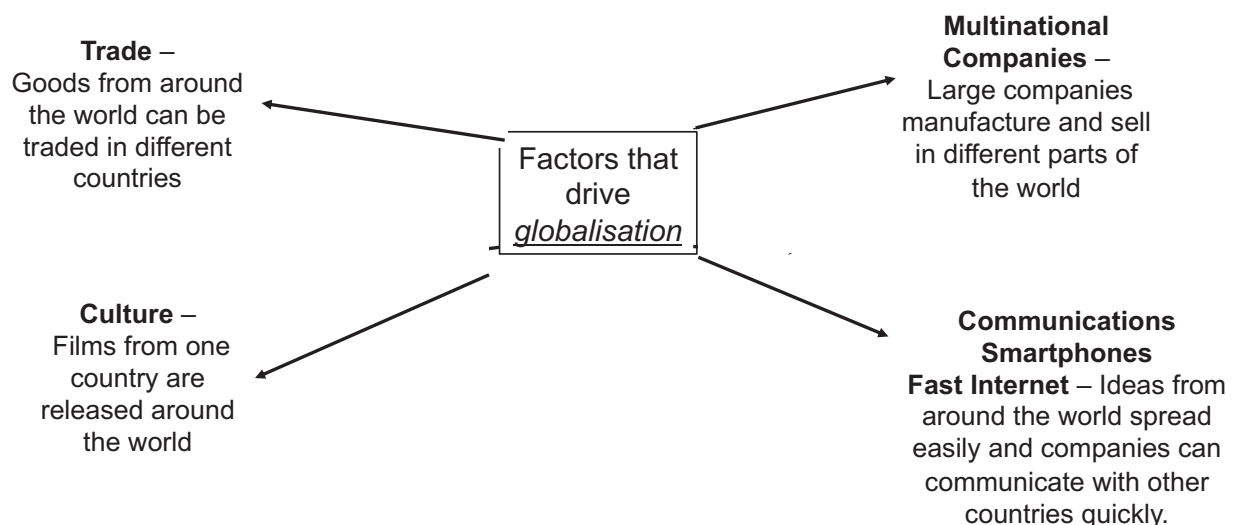


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The growth of Globalisation

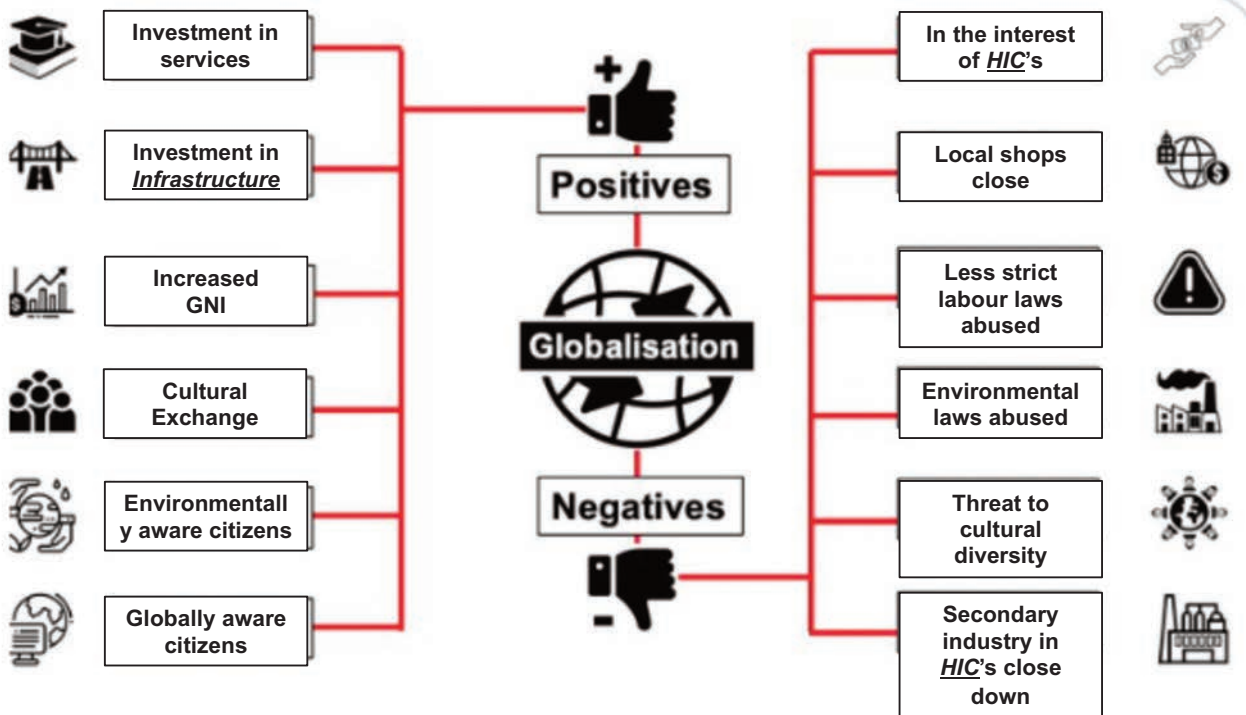


Globalisation: "When available goods and services, or social and cultural influences gradually become similar in all parts of the world"



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Positives and negatives of Globalisation



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Multinational Companies (MNC's)

Case-study 1 : Nike In Vietnam

TNC's and MNC's

TNC's = Trans-National Companies and MNC's = Multi-National Companies are companies which operate in multiple countries. They usually have their headquarters' in HIC's with production in LIC's, selling worldwide.

Walmart is the worlds richest company. It earned \$485.9 billion in 2017. This means it has a revenue higher than 182 countries in the world!

MNCs have been successful in reducing costs (especially labour) to such minimal levels it leaves two main winners: The MNC and the Retailer.

Outsourcing is the process by which a company employs other companies to make its products for it and not directly owning production facilities

Many companies like Nike **outsource** production. This means they can drive costs down further by squeezing small factory owners who are desperate for contracts and avoid taking responsibility for poor working practices if they are exposed by the media.

Positives of Nike operating in Vietnam

400,000 jobs have been created and the skills of local people have been improved
 Nike pay higher wages than most companies
 They help to create the multiplier effect
 Helps to attract more MNC's
 Nike pay tax which the government can spend
 They can sometimes build infrastructure which can also benefit the country

Negatives of Nike operating in Vietnam

Factories gained reputation of sweatshops
 There were no trade unions or strikes for pay in Vietnam
 Nike has a large demand for water and energy
 The company and advertising can undermine local culture
 It often subcontracts its good to other companies which makes it hard to monitor
 Nike can leave at any time – they moved from China when the costs there increased

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Case-study 2 : Apple

Apple in China

The location of Apples Headquarters are in Silicon

Valley in San Francisco USA

Steve Jobs founded Apple in 1976

Apple built up \$100 billion in cash reserves (which is more than the US government

Cheap labour to manufacture one mobile phone in China would be \$7.10 (roughly 8 hours work) but if the same phone was manufactured in America it would cost \$337

Apple outsource the making of their phones in China to a company called Foxconn.

Nets have had to be put up around the factory buildings so it stops factory workers jumping to their deaths

Impacts on the environment

Environmental regulations are lower in China

Apple products are designed to use less material, smaller packaging and be free of toxic substances

Apple recycled used material, for example glass and metal can be reprocessed for a new product

Impacts on people in China

Many workers work long hours (more than 76 hours a week and 11 days in a row, with no breaks in a cramped and hot factory . They do not receive paid holiday or sickness benefits. Many workers have tried to protest against these conditions.

There have at least 12 suicide attempts in the spring of 2012

At least 62 workers fell sick after inhaling n-hexane (a chemical used to clean touch screens)

62% of factory workers thought the factory provided sufficient protective equipment to prevent work injuries

66% of the factory workers were partly proud to work for their factory

Impacts on people in America

Benefits for working for Apple such as paid holidays, health and life insurance

Water Issues and Management



Water resource and management' keywords

Keyword	Definition
Aquifer	A layer of permeable rock underground that stores and allows groundwater to flow through it.
Abstraction	When water is taken from a river , reservoir or underground source to be used.
Bath Tub Ring	The visible mark around a reservoir showing how far water levels have fallen.
Climate Change	Long-term changes in global climate patterns, often causing altered rainfall and more droughts.
Consumerism	The increasing purchase and use of goods, which raises demand for water and resources.
Day Zero	The point at which a city's water supply becomes so low that normal tap water services must be shut off.
Desalination	The process of removing salt from seawater to make it safe for human use.
Drought	A prolonged period of below-average rainfall that causes water shortages.
Economic Development	Improvements in a country's wealth and standard of living that often increase water use.
Embedded Water (Virtual Water)	The water used to grow, produce, and transport a product before it reaches the consumer.
Freshwater	Water that contains very little salt and can be used for drinking, farming, and industry.
Water Stress	A situation where water shortages create risks for people, farms, or businesses.
Water Surplus	A situation where a country or region has more water available than it needs.

Keyword	
Groundwater	Water stored underground in the spaces between soil particles and rocks.
Groundwater Recharge	The process by which water from precipitation refills underground water stores.
Hydroelectric Power (HEP)	Electricity generated by moving water through turbines.
Over-abstraction	Taking more water from a water source than is naturally replaced.
Permeable Rock	Rock that contains spaces allowing water to pass through it.
Precipitation	Any form of water falling from the atmosphere, such as rain, snow, or hail.
Reservoir	A natural or man-made lake used to store water for drinking, farming, or energy production.
Tourism	The activity of travelling for leisure or business, which can increase demand for water resources.
Transboundary River	A river that flows through more than one country.
Vulnerability	How likely a person, place, or system is to be harmed by environmental, social, or economic changes.
Water Deficit	A situation where demand for water is greater than the available supply.
Water Footprint	The total amount of water a person uses directly and indirectly through the products and food they consume.
Water Transfer Scheme	A project that moves water from an area with a surplus to an area with a deficit.

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Trends in water consumption

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

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

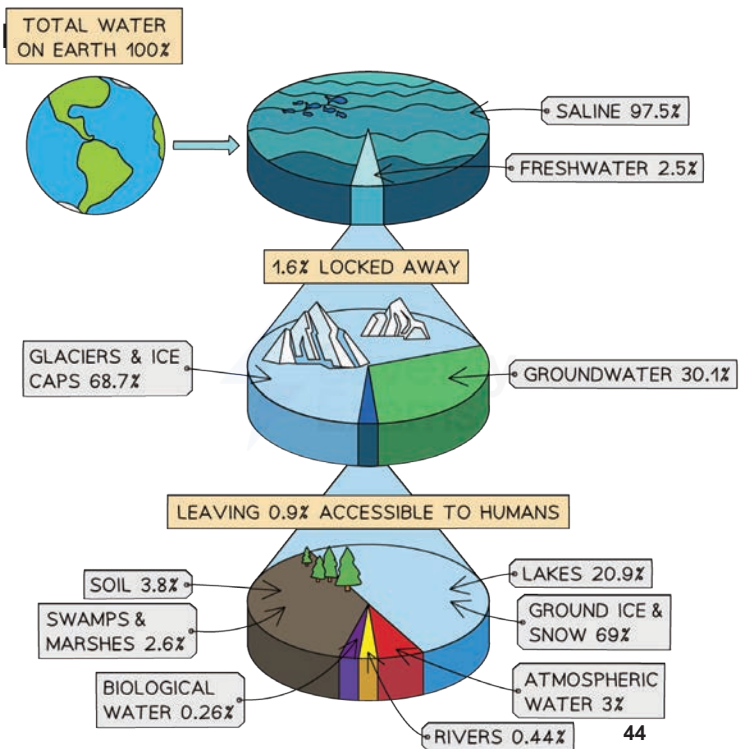
Generally, much more water is used per person in the richer nations than the poorer nations. This is because

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

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

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

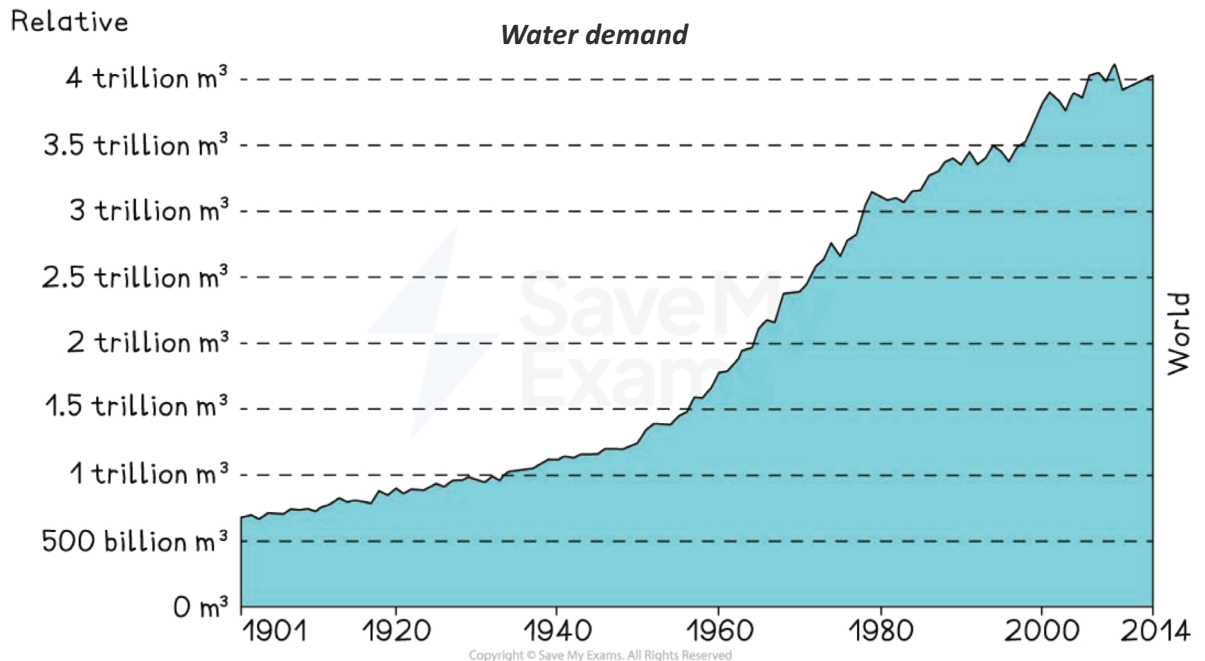
Between 2000 and 2050, global water demand is expected to increase by up to 1/3.



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Global demand for water

- The global demand for water is increasing
- Between 1934 and 2014, demand increased from 1 trillion m³ to 4 trillion m³



Water footprints

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

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

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

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



The water footprint of the fashion industry

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

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

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

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

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

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

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

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

Factors affecting water supply

Environmental

- **Climate** – Areas with low rainfall receive less water, increasing the risk of shortages.
- **Drought** – Long periods with little or no rainfall reduce water levels in rivers, reservoirs, and aquifers.
- **Climate Change** – Changes rainfall patterns and increases the frequency of droughts, reducing water availability.
- **Pollution** – Contamination from industry, agriculture, and sewage makes water unsafe to use.
- **Limited Freshwater Availability** – Only a small proportion of Earth's water is accessible freshwater.
- **Living in Dry Areas** – More people living in deserts and arid regions puts pressure on limited water supplies.

Economic

- **Wealth** – Richer countries can afford reservoirs, pipelines, water treatment plants, and desalination plants.
- **Technology** – Better technology allows water to be stored, treated, transported, and recycled more effectively.
- **Industrialisation** – Factories and manufacturing require large quantities of water.
- **Water-Intensive Industries** – Industries such as clothing production use huge amounts of water.
- **Agricultural Demand** – Farming uses large amounts of freshwater for crops and irrigation.
- **Livestock Farming** – Raising animals requires significant amounts of water for feed production and animal care.
- **Increasing Food Demand** – As demand for food grows, more water is needed to produce it.

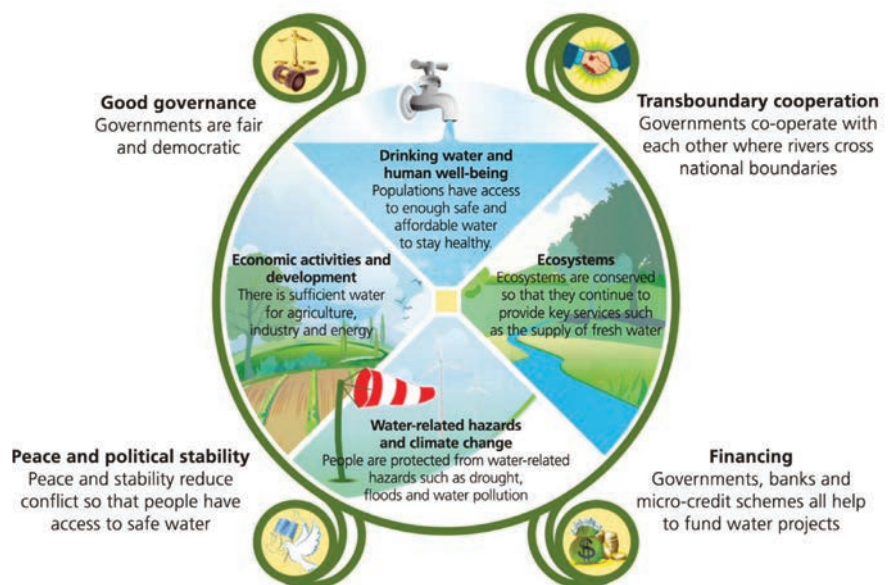
Social

- **Population Growth** – More people need water for drinking, washing, farming, and industry.
- **Increasing Standards of Living** – Wealthier people tend to use more water through appliances, food consumption, and lifestyle choices.
- **Consumerism** – Buying more products increases demand for embedded (virtual) water.
- **Access to Piped Water** – Development gives more people access to water supplies, often increasing water consumption.
- **Improved Personal Hygiene** – More frequent washing, bathing, and sanitation increase water use.
- **Larger Houses and Gardens** – Multiple bathrooms, lawns, and sprinkler systems require more water.
- **Leisure Activities** – Facilities such as golf courses, swimming pools, and sports grounds use large quantities of water.

Water security

Water security is an important aim for any country. Drinking or bathing in unclean water can cause diarrhoea, cholera, dysentery, typhoid and polio. WHO estimates that Diarrhoea causes the death of 485,000 people each year.

Clean water is essential to economic and social development. Safe water is needed to maintain water supplies, provide hygiene, grow food and supply industry. Without sufficient safe water, infant mortality and maternal mortality rates increase.



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

Case study: Las Vegas, USA

- Las Vegas is located in the state of **Nevada, USA**.
- It is situated in a **hot desert climate** with very low rainfall.



Case study: Las Vegas, USA

The Problem: Over-Abstraction of Lake Mead

What is over-abstraction?

Over-abstraction occurs when more water is taken from a source than is naturally replaced by rainfall and river inflow.

Where does Las Vegas get its water?

- Most of Las Vegas's water comes from **Lake Mead**, a reservoir created by the Hoover Dam.
- Around **90%** of Lake Mead's water is used in homes.

Why are water levels falling?

1. **Population growth** – More people need water for drinking, washing, and gardening.
2. **Hot desert climate** – Very little rainfall replenishes the reservoir.
3. **Drought** – Long periods of low rainfall reduce inflow into Lake Mead.
4. **Outdoor water use** – Lawns and gardens use large amounts of water.
5. **Climate change** – Higher temperatures increase evaporation and drought risk.

Evidence

- Water levels in Lake Mead have fallen to about **half full**.
- A visible **"bathtub ring"** shows how much the water level has dropped.

Case study: Las Vegas, USA

Impacts of Over-Abstraction

Social Impacts

- Water shortages may affect homes and businesses.
- Restrictions may be needed to reduce water use.

Economic Impacts

- Reduced water supply threatens tourism and economic growth.
- If water levels continue to fall, hydroelectric power generation at Hoover Dam could decrease.

Environmental Impacts

- Habitats around Lake Mead are damaged.
- Lower river flows affect ecosystems along the Colorado River.
- Wildlife becomes threatened by shrinking water supplies.

Solutions Used in Las Vegas

1. Fines for Water Waste

Residents are fined for leaking or misused sprinklers. Fines start at **\$80** and increase for repeated offences.

2. Xeriscaping

Homeowners are paid to replace grass with drought-resistant plants.

About a quarter of the city's grass has been removed.

This saves around **11 billion gallons of water every year**.

3. Remove Public Turf

Non-functional grass beside roads and roundabouts is being removed.

This is expected to save around **10% of the city's water use**.

4. Limit Swimming Pool Size

New swimming pools are restricted to **600 square feet**.

This should save more than **32 million gallons of water over 10 years**.

5. Water Recycling

Hotels and casinos recycle almost all their water.

Around **99% of hotel water is recycled** and either reused or returned to Lake Mead.

Case study: South Africa

Water problems

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

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

In January 2018, the population of Cape Town, South Africa, was told it had three months before the city ran out of water. Demand had been exceeding supply since 2015 and water stores had nearly run out. There were many reasons for this

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

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

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

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

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

Case study: South Africa Management

Case Study 2: Cape Town – Day Zero

What happened?

Cape Town experienced a severe drought after several years of very low rainfall beginning in **2015**. Reservoir levels fell dramatically and the city feared reaching **Day Zero**, when most taps would be turned off.

Causes

- Climate change increased drought risk.
- Population growth increased water demand.
- Intensive farming used large amounts of water.
- Several years of below-average rainfall.

Impacts

Social

- People faced strict water restrictions.
- Concerns about health and sanitation.
- Poorer communities were most vulnerable.

Economic

- Tourism was threatened.
- Businesses faced water shortages.
- Farming output fell.

Environmental

- Reservoir levels dropped dramatically.
- Ecosystems were damaged.
- Wildlife habitats were affected.

How Cape Town Avoided Day Zero

1. Limited personal water use to **50 litres** per person per day.
2. Issued fines for excessive water use.
3. Removed water-hungry alien plants.
4. Increased water supply through:
 1. Recycled water
 2. Desalination
 3. Groundwater from aquifers



Case Study 1: Lesotho Highlands Water Project (LHWP)

What is it?

The LHWP is a **water transfer scheme** that moves water from the mountains of **Lesotho** (a water-surplus country) to **South Africa** (a water-deficit country).

How does it work?

- Large dams and reservoirs store water in Lesotho.
- Water is transferred through tunnels into South Africa.
- The project also generates hydroelectric power for Lesotho.

Advantages

- Provides a reliable water supply to South African cities.
- Reduces water shortages.
- Generates hydroelectric power for Lesotho.
- Creates jobs and income for Lesotho.
- Contributes about **5% of Lesotho's GDP**.

Disadvantages

- Some people were forced to move when dams were built.
- Natural environments were flooded.
- The project is expensive.
- South Africa becomes dependent on water from another country.

Key Facts

- The project will take about **30 years** to complete.
- Around **40%** of water from the Senqu River is transferred to South Africa.

Case study: Mekong River

The problem

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

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

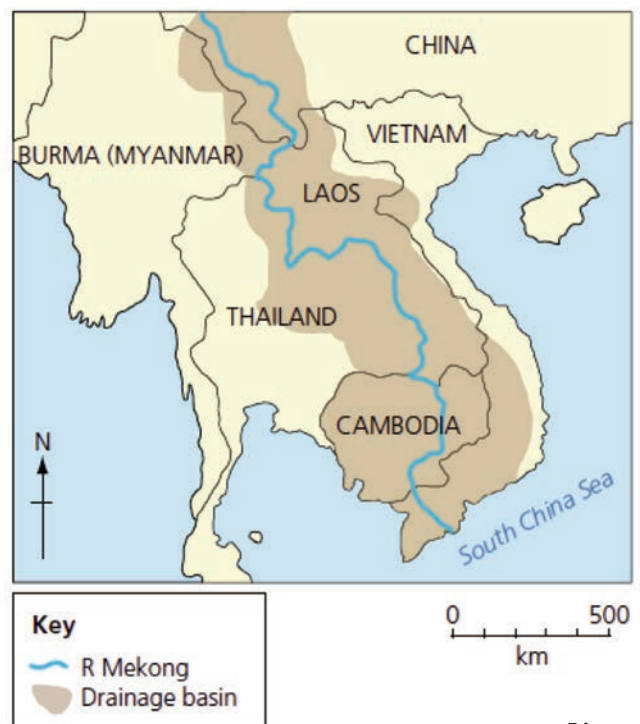
Each of the 6 countries rely on the river for water supply and for food.

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

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

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

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



Case study: Mekong River

Advantages of Dams

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

Jobs are created in dam construction

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

More people have a safe water supply

Disadvantages of Dams

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

Dams mean less water for farmers downstream.

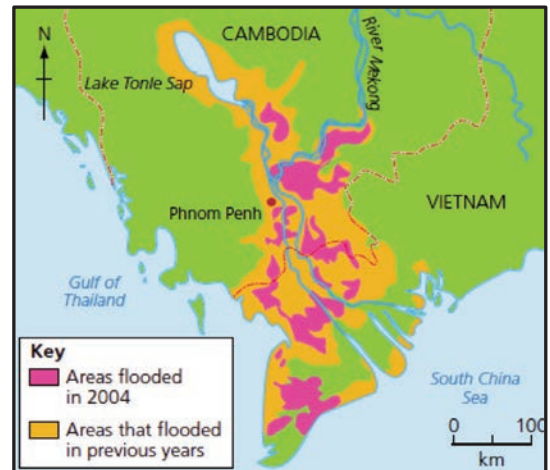
Water levels have dropped, creating sandbanks in the river which make navigation by boats more difficult.

Fish populations have shrunk and fish caught are much smaller.

Land is flooded and farmland lost.

Water can be suddenly released causing flash floods.

People have been displaced by reservoirs



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Facts about WATER

1. 97.5% of the world's water is saltwater, leaving only 2.5% as freshwater.
2. Most freshwater is stored in ice caps and glaciers, making it difficult for humans to access.
3. Only about 1% of Earth's freshwater is easily accessible for human use.
4. Water security means having reliable access to clean, safe, and affordable water.
5. Agriculture uses the most water globally, placing significant pressure on water supplies.
6. Climate change can reduce water supply by causing droughts and changing rainfall patterns.
7. Population growth increases water demand, putting pressure on existing water resources.
8. A household in the USA uses around 1,100–1,200 litres of water per day.
9. Some rural households in Lesotho use only about 58 litres of water per day.
10. The average person's water footprint is about 3,000–4,000 litres per day when embedded water is included.
11. Embedded water is the water used to produce goods before they reach consumers.
12. Over-abstraction occurs when more water is taken from a source than is naturally replaced.
13. Around 70% of the water supply in south-east England comes from chalk aquifers.
14. Lake Mead has fallen to about half full because of drought and overuse.
15. Cape Town nearly reached "Day Zero" in 2018 after several years of drought, when normal tap water supplies were at risk of being shut off.

Tourism



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Tourism keywords



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

TOURISM

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

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How important is Tourism ?



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

Tourism employs 330 million jobs – this is 1 in 10 global jobs

Tourism contributed approximately \$2.9 trillion to GDP – this accounts for 10.3 % of the worlds economy

Tourism is worth more than £120 billion a year to the UK

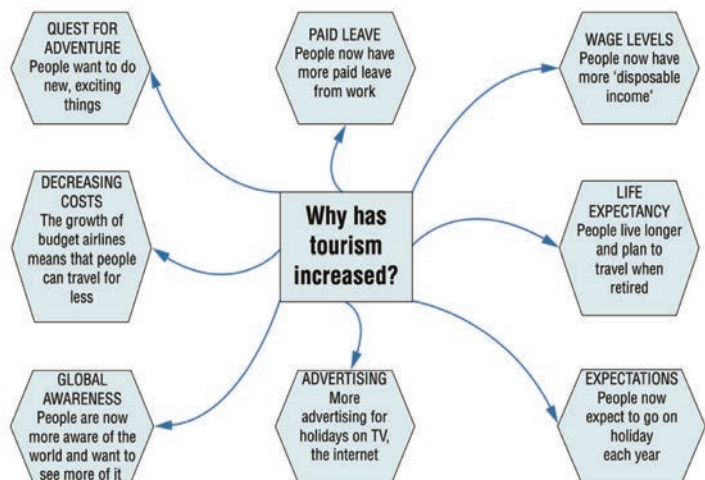
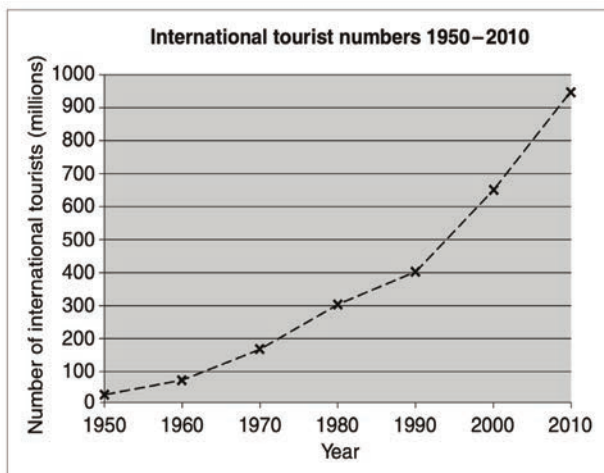
There were 1.5 billion tourist arrivals in 2019

Tourism was responsible for 58% of global air travel

Projected travel and tourism decline due to COVID-19 is \$264.53 billion

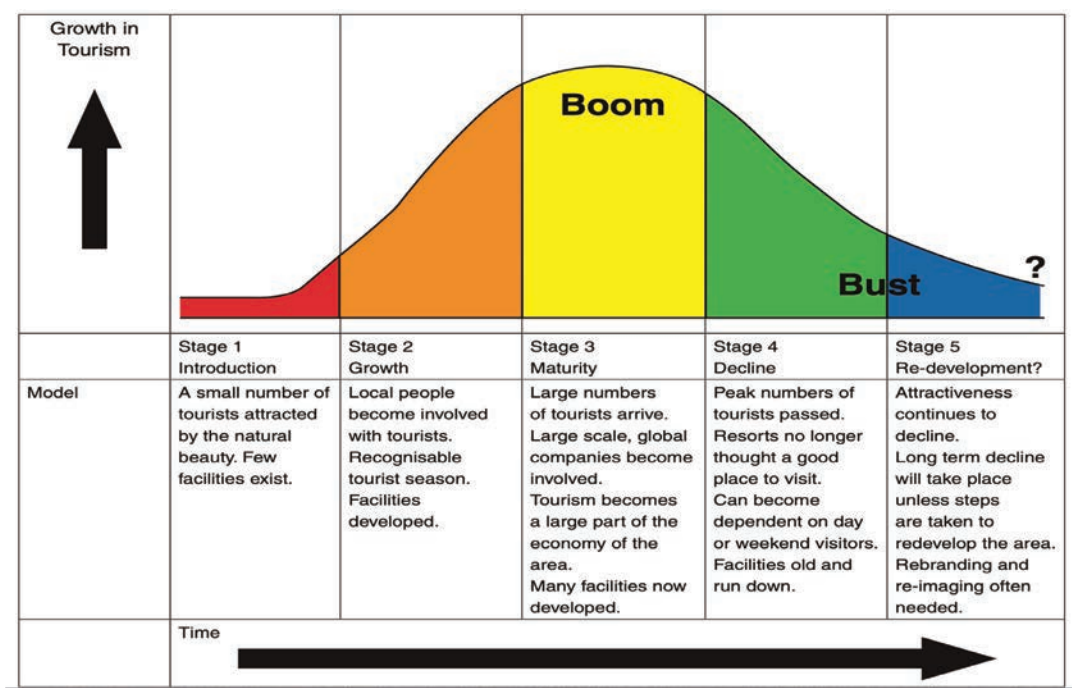
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Why has Tourism grown ?



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The Tourism growth model



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

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

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

Sustainable / responsible Tourism



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

Responsible Tourism minimises the effects of Tourism

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

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

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



Costa Rica

COSTA RICA LOCATION MAP



Facts about Costa Rica

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

Its life expectancy is 79

Its death rate is 4.9

3.1 million tourists visited Costa Rica in 2019

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

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

There are currently 6 active and 60 dormant or extinct volcanoes

There are dozens of tour companies that specialize in river rafting, driving, scuba diving, tubing, horseback riding, and even zip lining through the rainforest. One of the best-known Costa Rican mottos is "pura vida," which means "pure life."

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

The phrase is also used as a greeting or as an answer when someone asks,

"How are you?"

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Location of Venice



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Venice

Venice is a city in northern Italy.

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

Venice is known as 'The floating city', 'The city of Bridges' and 'The city of Canals' and is
Its population is only 55,000

Between 26-30 million tourists visit each year.

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

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



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Venice

Advantages of Tourism to Venice

600 cruise ships visit Venice each year

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

The tourists need food, tours and souvenirs

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

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

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

Disadvantages of Tourism to Venice

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

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

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

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

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

The huge ships are damaging the cities ancient foundations

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Venice

Possible solutions to the cruise ship problem

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

Ban cruise ships entirely

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

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

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

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

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

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Tourism in Iceland



keywords

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

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

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Iceland



Iceland is 1,300 miles north west of the UK

Iceland is about 2.5x smaller than the UK and has a population of only 364,134 people (Derby has a population of 260,000 people)

Its GNI per capita is \$37,065 compared to the UK's GNI of \$37,931

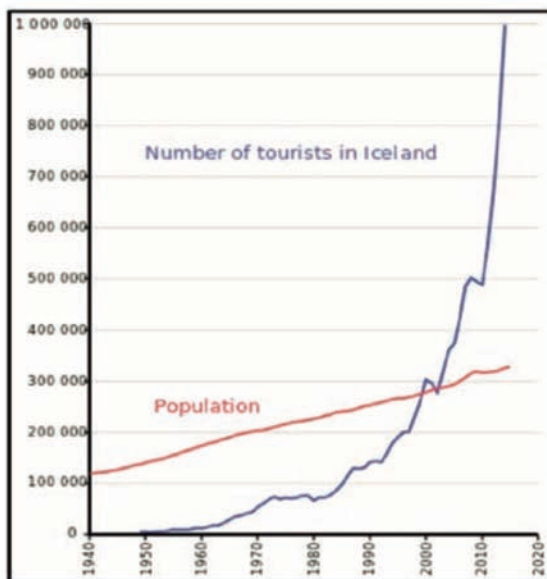
Its average life expectancy is 82 years compared to the UK's life expectancy of 80 years

The UK's %employment is 59% versus Iceland's % employment of 70%

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Why do Tourists go to Iceland



2.7 million tourists visited Iceland in 2018

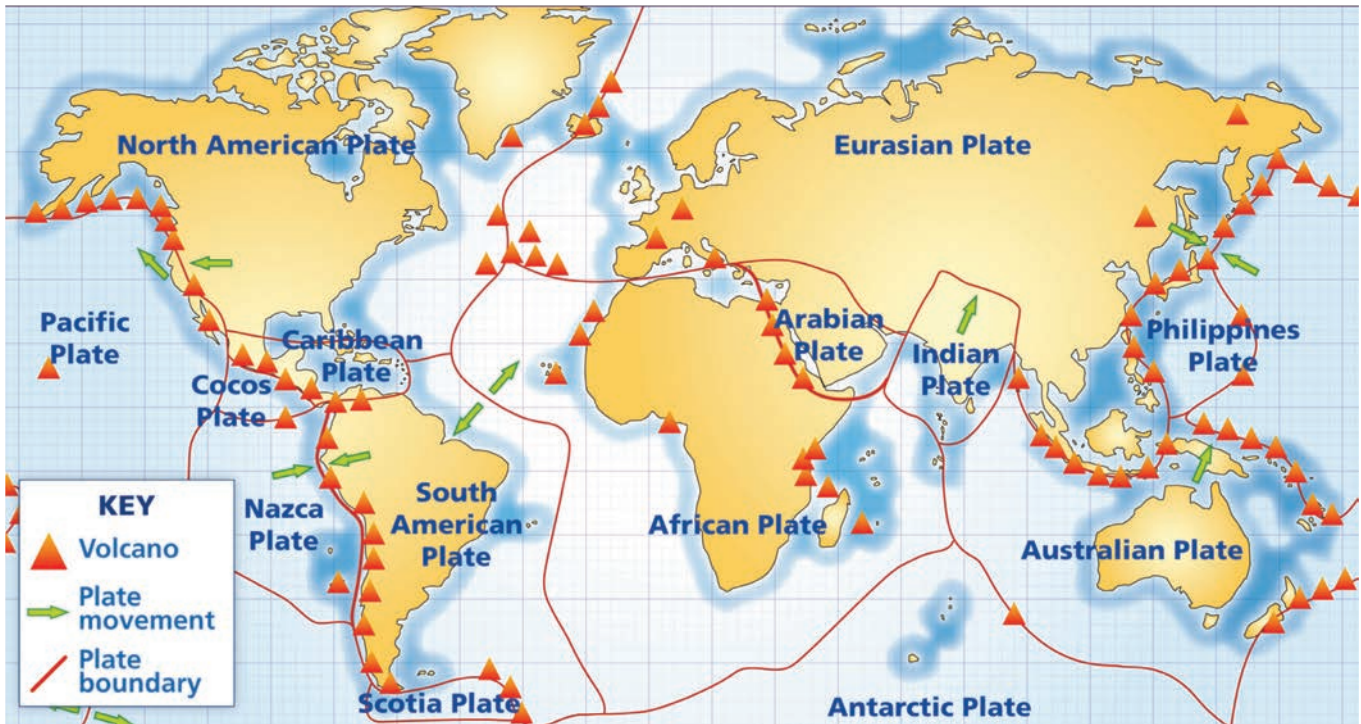
11% of its land area is covered by glaciers, and tourists come to visit its 269 named glaciers

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

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

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Plate boundaries



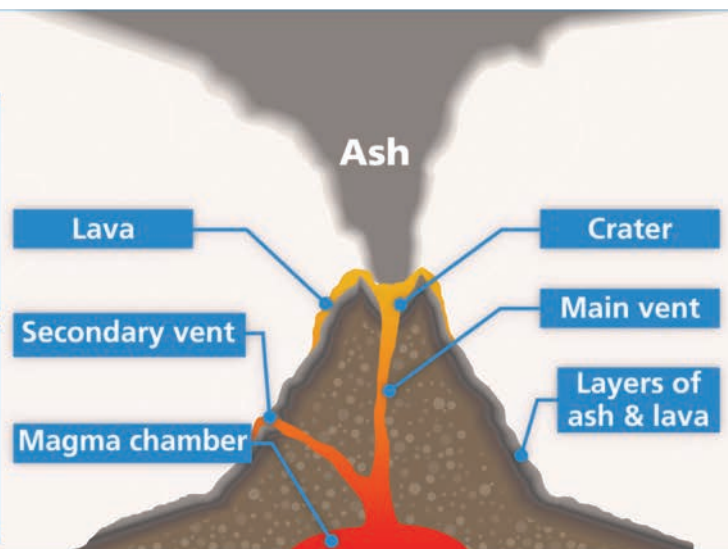
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Volcanoes

Volcanoes are found at both destructive and constructive plate margins.

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

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



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Effects of Volcanoes

Primary effects

Buildings, structures and homes are destroyed by Lava and pyroclastic flows

Communication and transport links are disrupted

People and animals are injured or killed by falling debris, lava, poisonous or suffocating gases or pyroclastic flows

People are left homeless

Crops and water supplied are contaminated by falling ash

Secondary effects

Pyroclastic flows can burn and destroy forests

Emergency aid may not reach those in need for extended periods

If volcanic material combines with water, destructive mudslides (Lahars) and landslides can occur.

Disease can spread because of contaminated water and poor sanitation

Reconstruction can be costly.

Lost tourism and trade can damage the local economy



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Responses to Volcanoes

Immediate response

Evacuate anybody at risk, rescue and survivors and treat injuries

Extinguish any fires

Send aid workers, supplies, equipment and financial help to people affected

Recover any dead bodies

Set up temporary shelters (e.g. tents) for the homeless

Provide temporary supplies of food, water and energy for those in need

Long-term response

Rehouse those who have lost their homes

Reconstruct or repair damaged buildings

Improve monitoring and evacuation plans for any future disasters

Restore water, energy and gas supplies, and reconnect communication links

Restore transport links

Boost the economy by promoting investment in the area.

Advantages of living near to volcanoes

Geothermal energy : This is thermal energy generated and stored in the earth. Water can be pumped into the ground where it will heat up. This can create cheap hot water or heated until it turns to steam and then turn a turbine to create cheap electricity. Geothermal energy is cost-effective, reliable, sustainable and environmentally friendly.

Tourism : people wish to visit volcanoes and so jobs are created in the tourism industry as guides or working in hotels and shops.

Fertile soil : The soil in volcanic areas is fertile because it is full of minerals from volcanic ash and lava. This makes it good for growing crops.

Minerals and stones : volcanic minerals are mined and so jobs are created and money earned

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Case-study : Eyjafallojokull. March-May 2010

Primary effects

Volcanic ash contaminated local streams and water supplies killing plants and animals

Over 3,000 tonnes of CO₂ per day were released into the atmosphere

Poor visibility and ash forced roads to close.

Schools and businesses were closed

People had to wear face masks and goggles

Secondary effects

Jokulhlaups (glacial floods) were caused by glacial melting

The loss of crops and livestock meant farmers lost valuable sources of income

Winds carried the ash over Europe, grounding over 100,000 flights. This cost airlines around £130 million per day for 8 days.

Tourism numbers decreased temporarily

Immediate responses

Rescue workers evacuated around 700 people

Farmers received financial support to cover the loss of profits

Temporary shelter, fresh water and food were provided for evacuees

Long-term responses

Homes and infrastructure were repaired

Government agencies promoted the volcano as an attraction to restore the tourism industry

Technology) e.g. drones) were used to further improve Iceland's volcanic monitoring systems

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Benefits and negatives of tourism in Iceland

Benefits of Tourism visiting Iceland ?

In 2018, Iceland received over 2.7 million visitors, which is a 500% increase since 2010.

From 2010 to 2014, total tourism-related jobs in the Icelandic economy increased 38 percent.

The average wage has increased by 6% and by 2028 93,000 Icelanders will have jobs directly linked to the tourist industry".

The wealth generated by tourism, "will allow Iceland to fully recover from the 2008 banking collapse, where many Icelanders lost jobs

Negatives of tourists visiting Iceland ?

Job opportunities created for the locals by the tourist industry are usually low-paid jobs, such as tour guides, waiters, life guards, jobs in travel agencies and so on.

The income tourist workers earn is low compared to the high price of goods in Iceland.

Food and gas prices have also been increasing for native Icelanders

There is a housing problem as people are renting out their properties to tourists because you make so much money. This is pushing up property prices and many Icelanders are being forced out of the cities that they work in.

As more tourists from around the world come to visit, other countries' ideas and cultures are inserted into Iceland's society, which causes loss of culture and identity,

Iceland's energy is mainly supplied by geothermal and hydro power because of its special geological location. But due to mass tourism, there's a rapidly increasing demand for energy supply, which causes more development on wilderness areas as geothermal plants are built near volcanoes and dams are built across rivers.

Iceland's soil is erodes easily due to its high content of volcanic ash. Off-trail hiking of tourists worsens soil erosion

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How can Tourism in Iceland be made sustainable ?

Possible sustainable strategies

Restrict the number of tourists who can visit Iceland at any one time of year

Increase the cost of tourist attractions in Iceland

Introduce an additional 'tourist tax' which could be used to conserve wildlife and develop infrastructure

Introduce new regulations so that all new hotels and tourist infrastructure must be built in a sustainable manner

Ensure that all international visitors to Iceland are given a welcome talk on the importance of sustainable tourism when they first arrive

Issue fines to tourists for environmental damage, e.g. litter

Place signposts at all major tourist attractions with guidance on how to care for the environment

Encourage tourists to visit attractions in the north and the east to take pressure away from the south west of the country

Introduce a tourist visa, which tourists would have to apply for in advance of their trip.

In order to be successful in a visa application, they would have to pass a test on sustainable tourist practice in Iceland

Employ rangers at major tourist hot-spots to monitor tourist behaviour and advise tourists on how to act responsibly and sustainably

GLOSSARY

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

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

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

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

Pyroclastic flow	a dense, fast-moving flow of solidified lava pieces, volcanic ash, and hot gases
Quaternary economic sector	Section of employment that is knowledge-based, e.g. ICT and research.
Rock Armour	A type of coastal defence where boulders that are piled up along the coast
Rockfall	Rock fragments break away from cliff face due to weathering
Salutation	Beach material is bounced along the seafloor
Saltmarsh	An area of coastal grassland that is regularly flooded by seawater
Sea Wall	A type of coastal defence where concrete wall that reflects waves back out to sea
Secondary consumers	Animals that are higher up the food chain and that eat primary consumers
Secondary economic sector	A type of industry where raw materials are made into something, often called manufacturing.
Secondary effects	knock on impacts of a disaster e.g. subsidence, tsunamis, fires, contamination of water supplies, gas leaks, and power outages.
Sediment	Sediment is a naturally occurring material that is broken down by processes of weathering and erosion
Semi-arid climate	A climate of hot temperatures and rainfall for only half of the year
Shingle	Small rounded pebbles
Shoreline Management Plan	A non-statutory document that provides an overview of the long-term risks associated with coastal processes.
Slumping	Saturated soil slumps along a curved surface
Social development indicator	Measurements of how people live in an area, e.g. Health (life expectancy, numbers of doctors per 1,000), Education (% in primary education) and Equality (fair distribution of wealth, equal gender pay).
Soft Engineering	Schemes set up using knowledge of the sea and its processes to reduce the effects of flooding and erosion 83

Solution	Acids contained in sea water will dissolve some types of rock such as chalk or limestone.
Spit	A stretch of beach at one end of a coastline caused by waves depositing material.
Stakeholder	A group of people who have an interest or concern in something
Sub-Aerial Weathering	The breakdown of rocks at Earth's surface, without the influence of marine erosion.
Suspension	Beach material is suspended and carried by the waves
Sustainable development	Development that occurs which meets the needs of the present without ruining it for future generations.
Swash	The forward motion of waves up a beach.
Terminal Groyne Syndrome	Accelerated erosion of the beach down drift of the last groyne. There is a lack of sediment because longshore drift has been interrupted by the groynes.
Tertiary economic sector	Providing services including retail (shops), tourism, education, health and banking.
Till	The unsorted mixture of material moved by a glacier
Tourist	People who travel for fun
Traction	Large pebbles and boulders are rolled along the seafloor.
Transpiration	Evaporation from leaves, trees and vegetation
Transportation	The movement of material in the sea and along the coast by waves.
Wave Peak	The highest point of the wave.
Wave Trough	The lowest point of the wave, occurs between two peaks.
Wave-cut platforms	A flat area in front of a cliff, just below the low tide mark. These were formed when the waves eroded the cliff, but left a flat platform behind.
Xerophytic	A type of plant that has adapted to survive in an environment with little water. 84

MAPS OF THE WORLD





AFRICA – POLITICAL MAP



AFRICA – POLITICAL MAP



ASIA – POLITICAL MAP



EUROPE – POLITICAL MAP



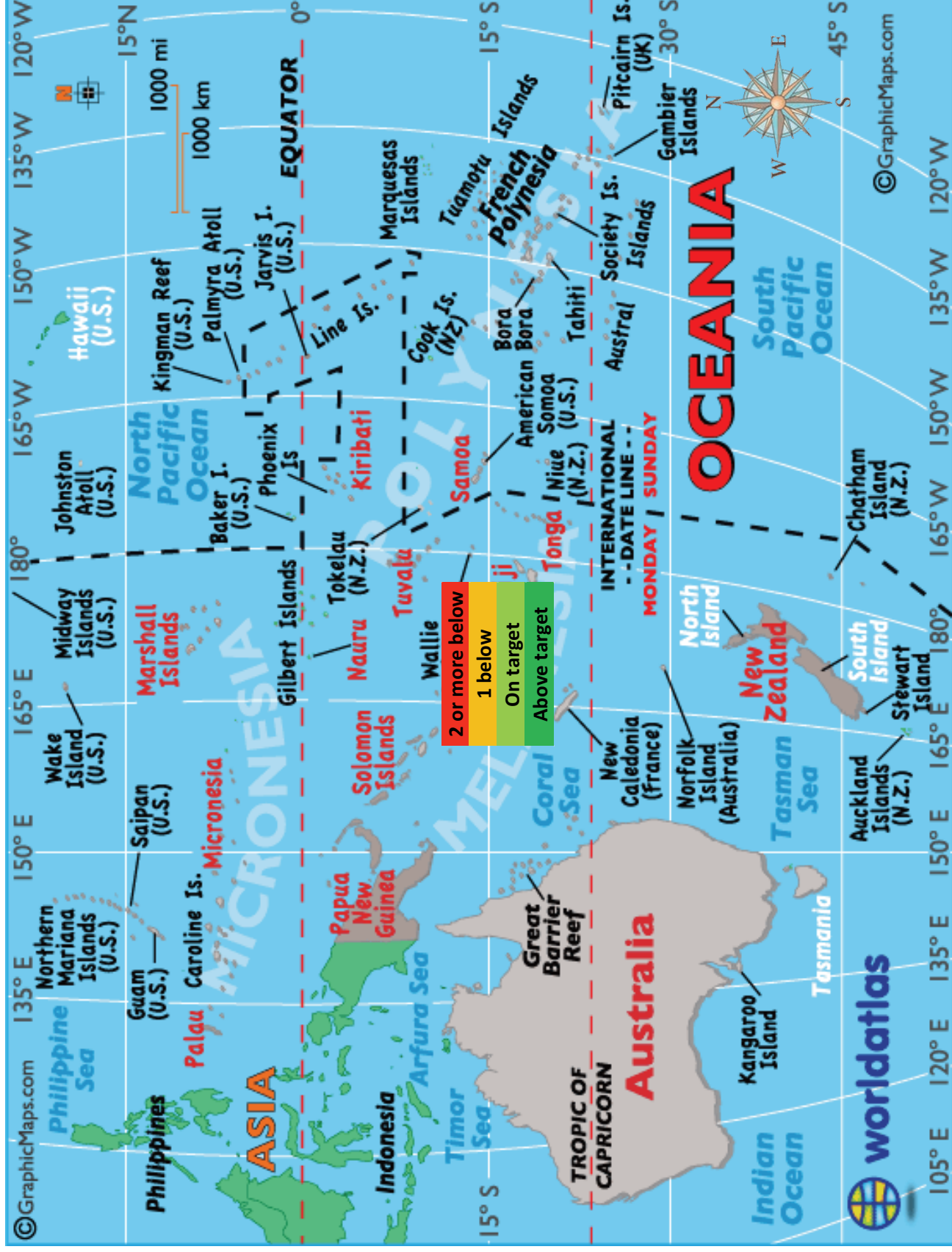
EUROPE – RELIEF MAP

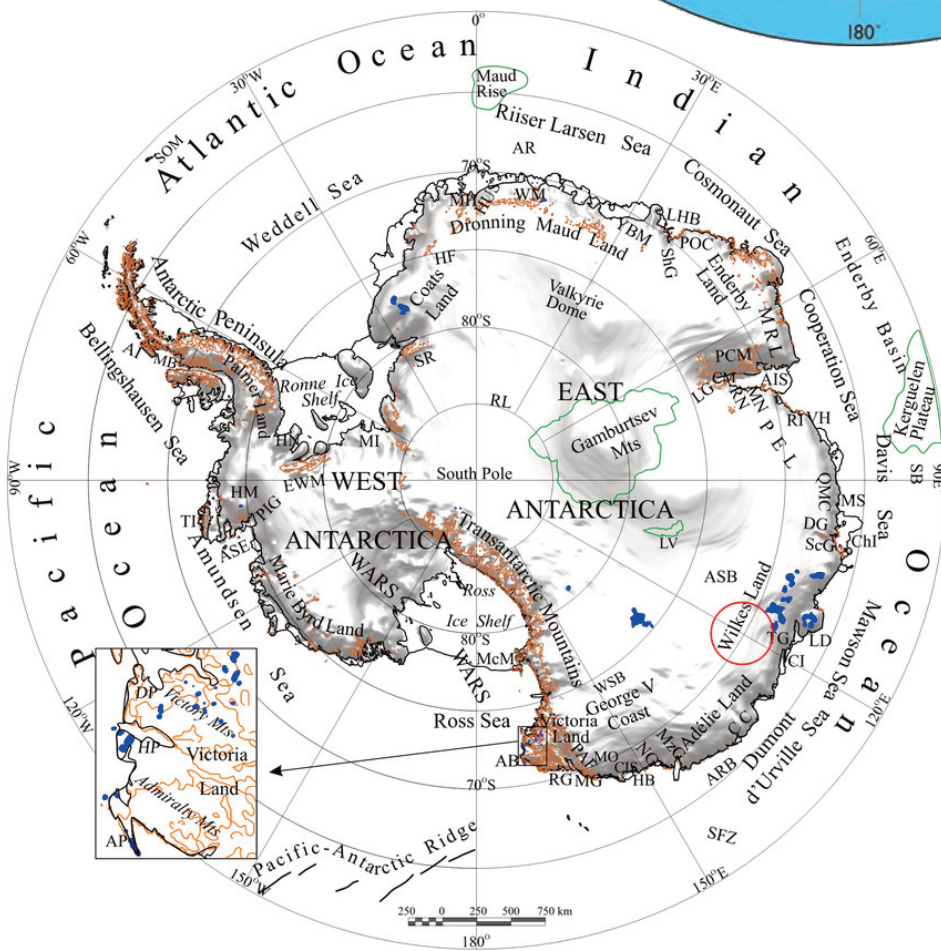
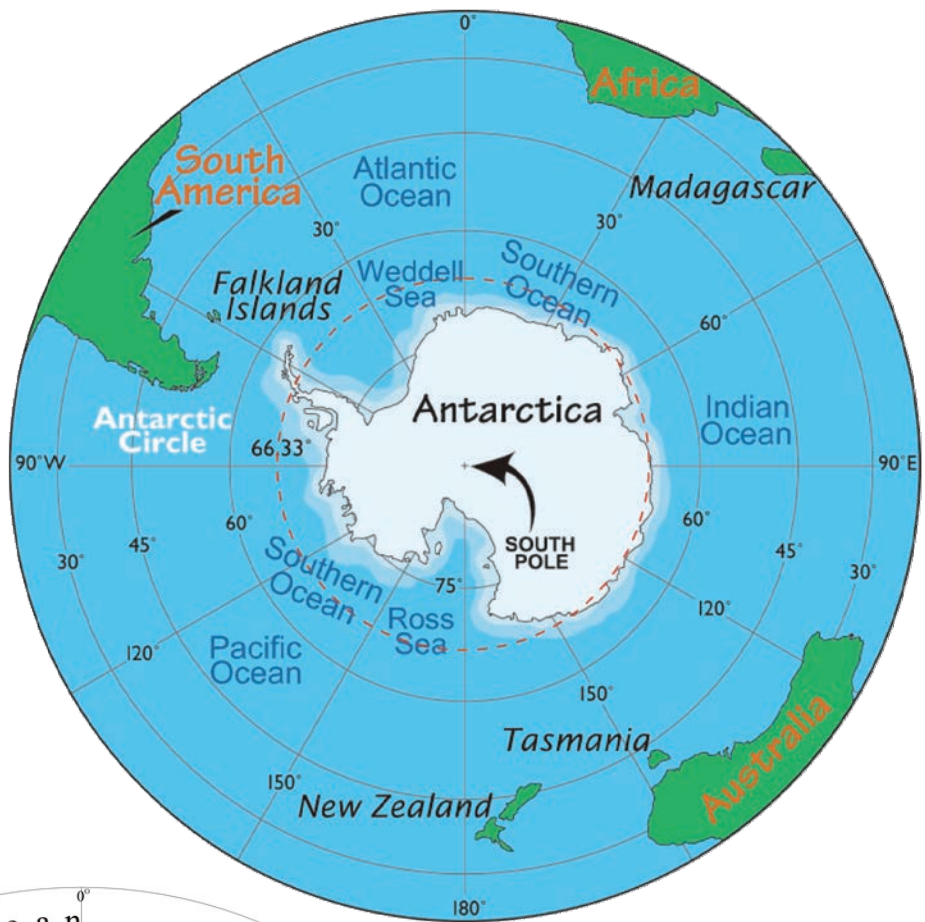


NORTH AMERICA – POLITICAL MAP



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

EUROPE: Were the peacemakers successful at Versailles?

3

Big 3: Aims

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

4

Paris Peace Conference– Key Terms

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

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

5

Treaty of Versailles – What factors affected the Settlement?

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

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

6

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

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

7

Peace Treaties after World War One

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

8

Treaty of Versailles – Key Terms

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

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

9

Was the Treaty of Versailles fair?

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

▼ B A map of Europe after 1919



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

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

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

Poland was surrounded by enemies.

10

Reactions to Versailles

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

11

Reactions to Versailles

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

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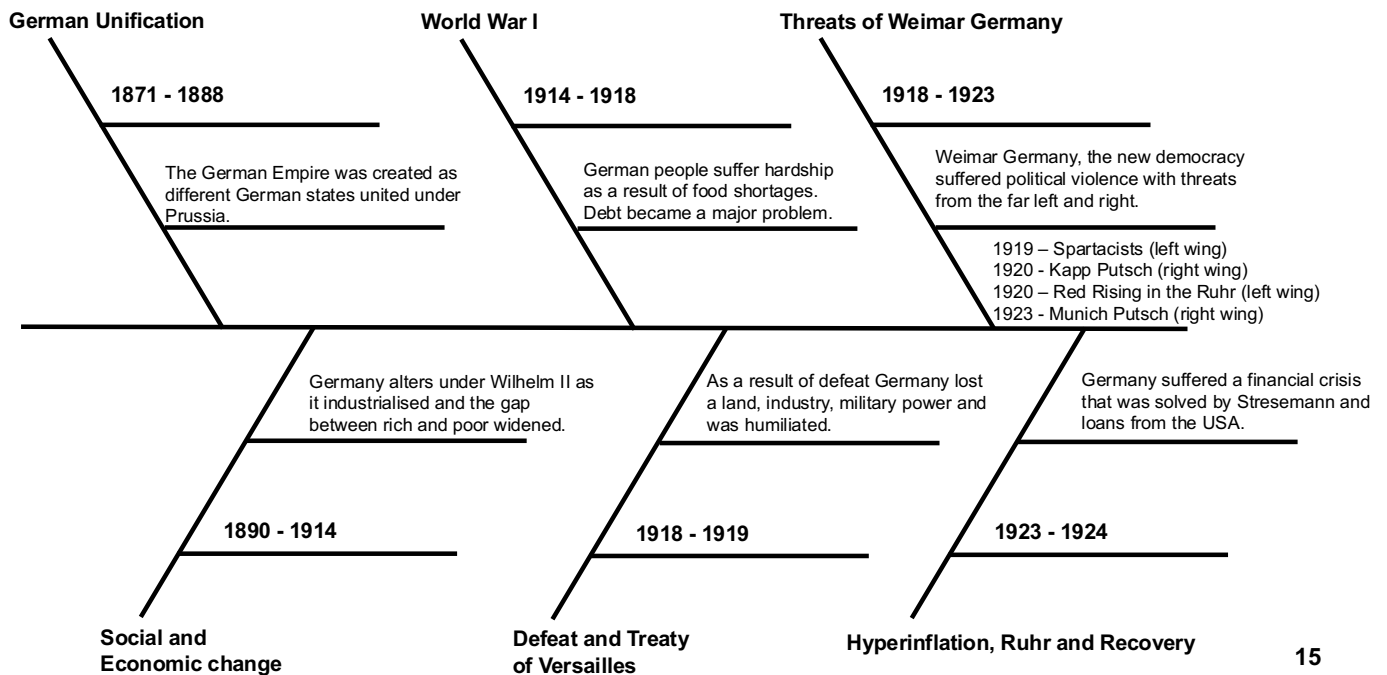
Big 3: Satisfaction

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

13

GERMANY: Why did democracy rise and fall in Germany between 1890-1934?

Germany 1890 – 1919



15

Germany before World War ONE

Problems faced by the Kaiser

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

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



16

Germany before World War ONE

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

Problems caused by World War One

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

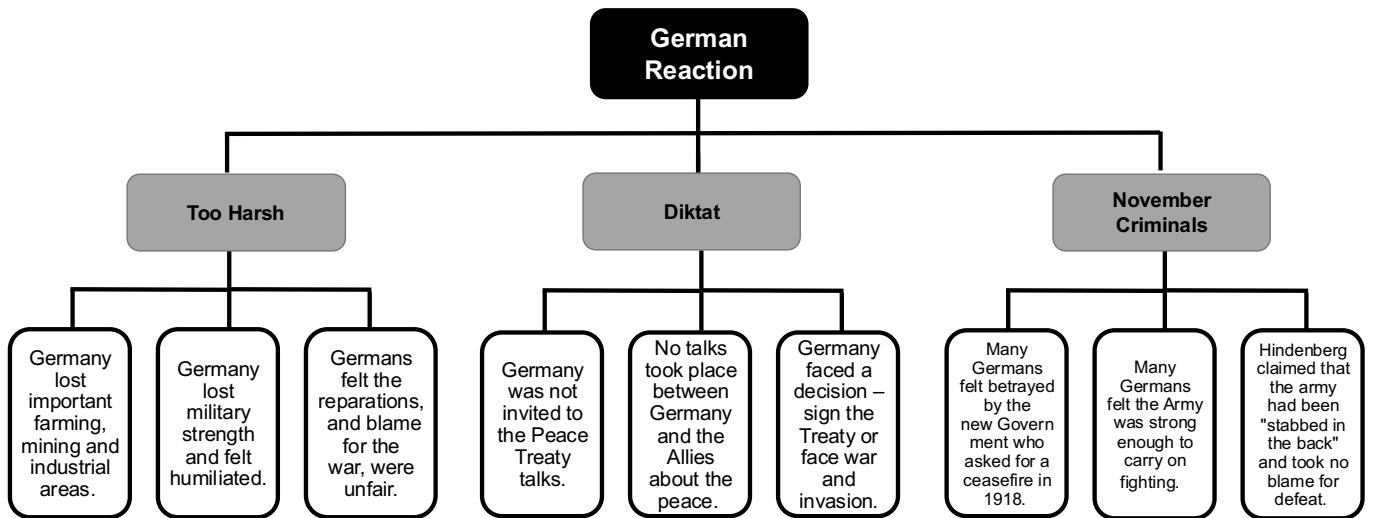
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The impact of the Treaty of Versailles

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

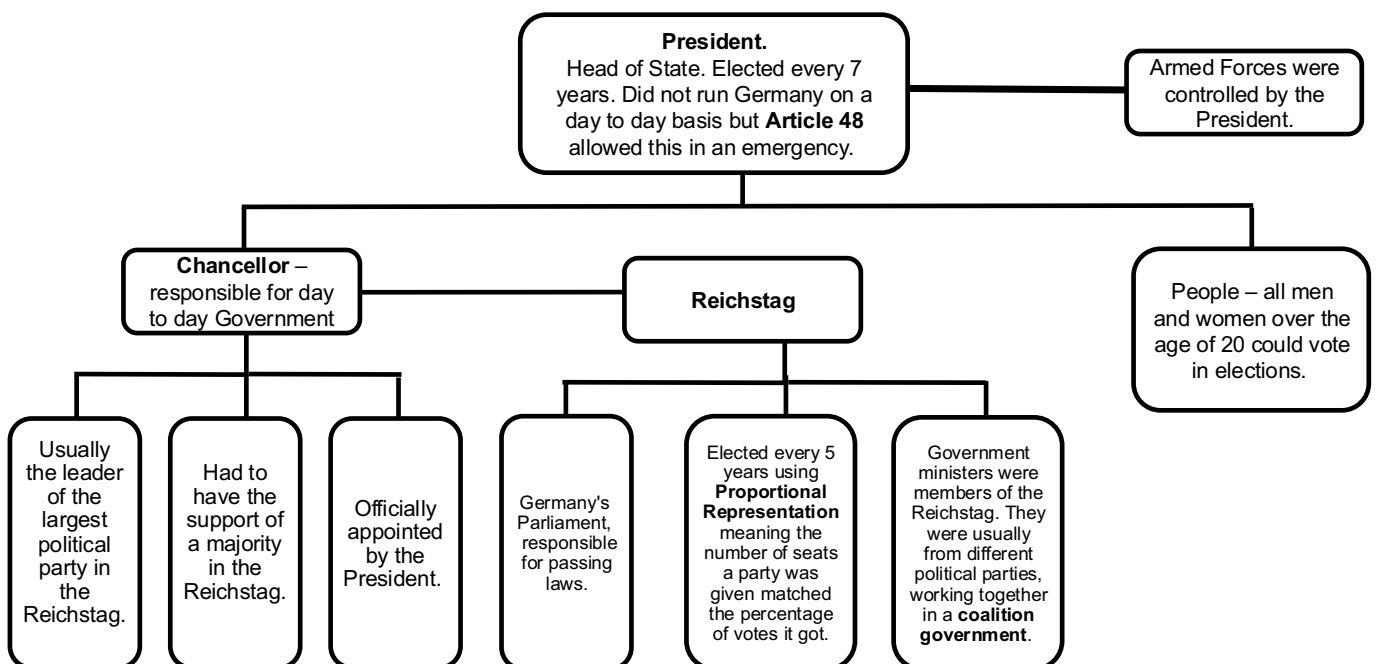
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What did Germans think of the Treaty of Versailles?



19

The Structure of Government in Weimar Germany



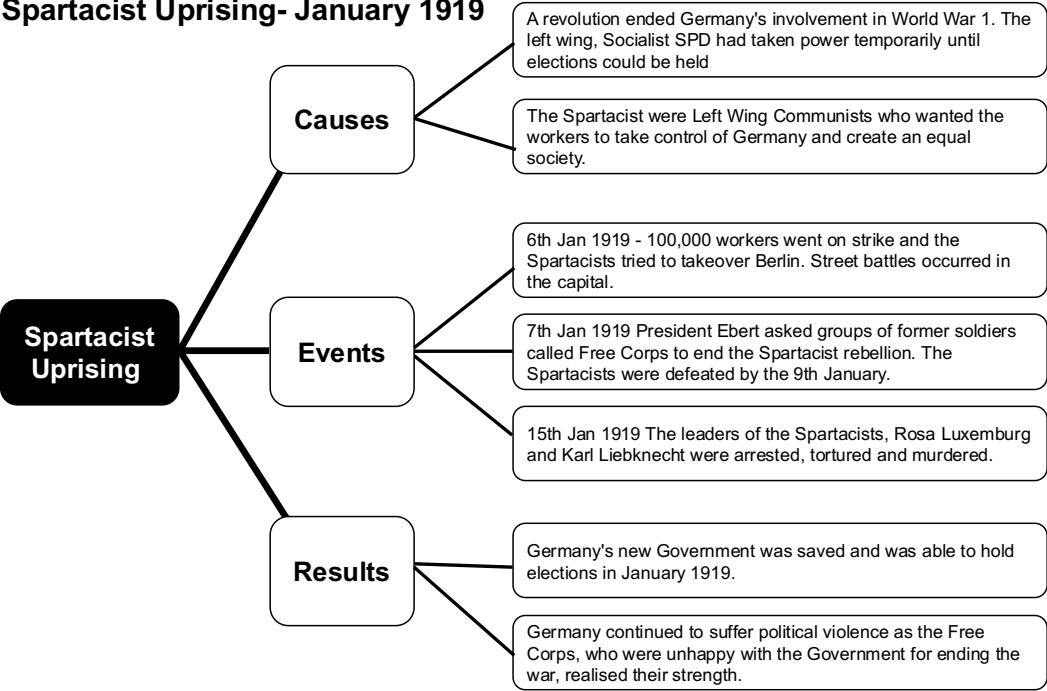
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Weimar Republic - Structure

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

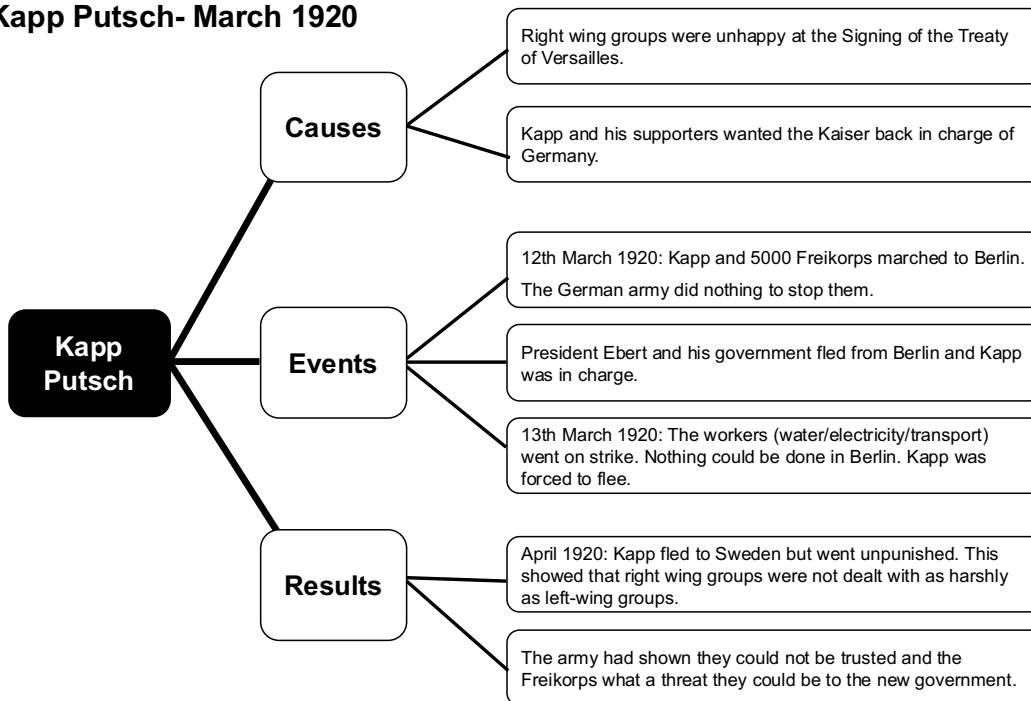
Keyword	Definition
Article 48	Part of the Weimar Constitution that gave the President the right to rule in crisis without the Reichstag.
Coalition Government	Government with more than one party in it. Often led to disagreements.
Proportional Representation	% votes in an election = % seats in the Reichstag.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

Spartacist Uprising- January 1919



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

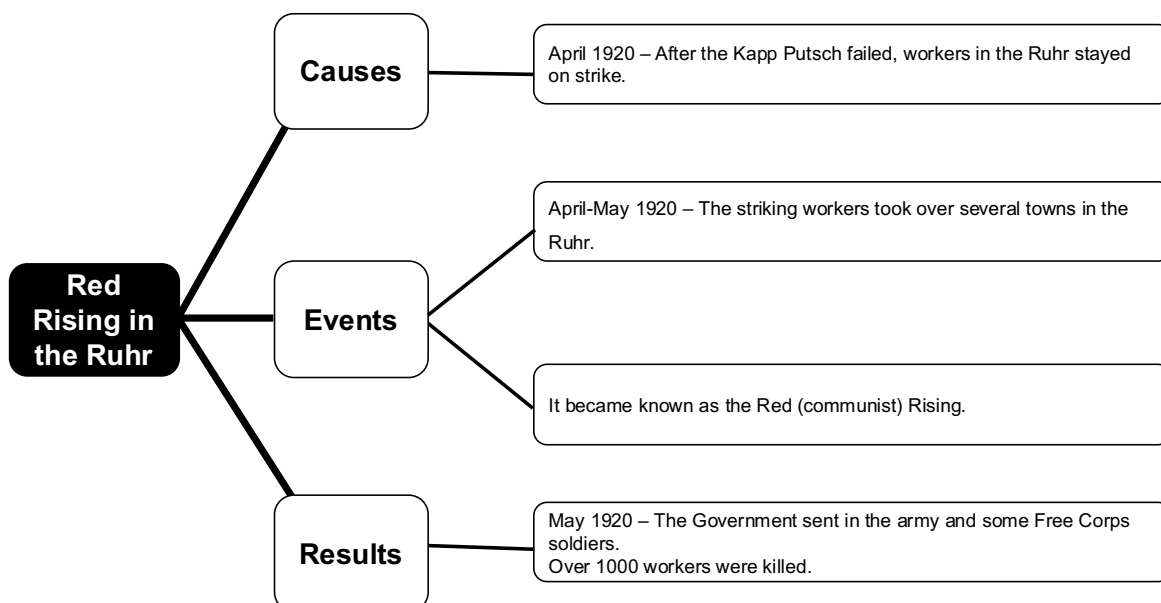
Kapp Putsch- March 1920



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

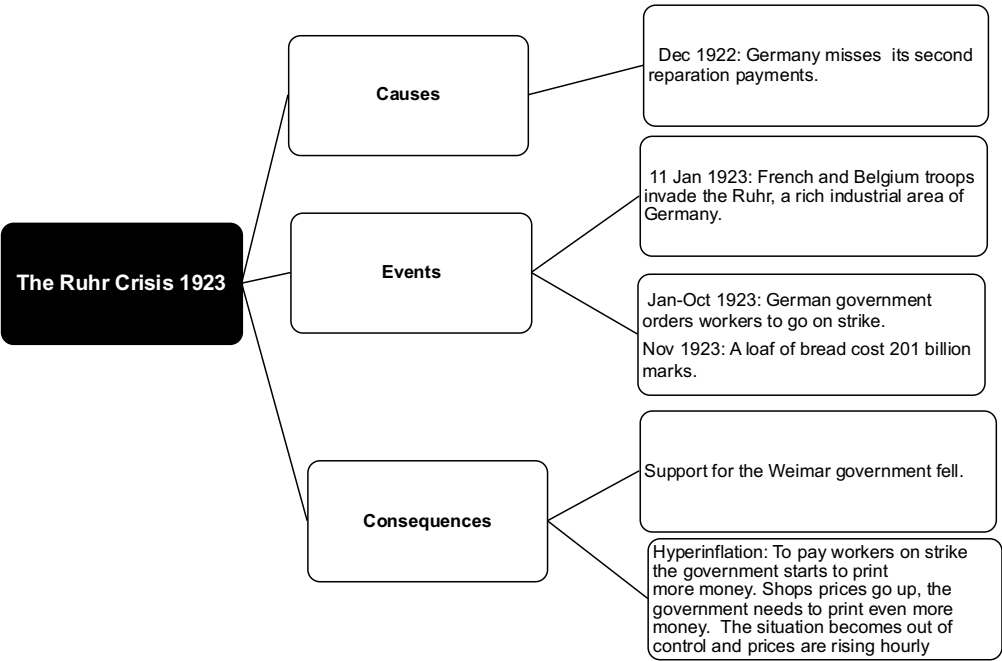
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Red Rising in the Ruhr- March 1920 (following the Kapp Putsch)



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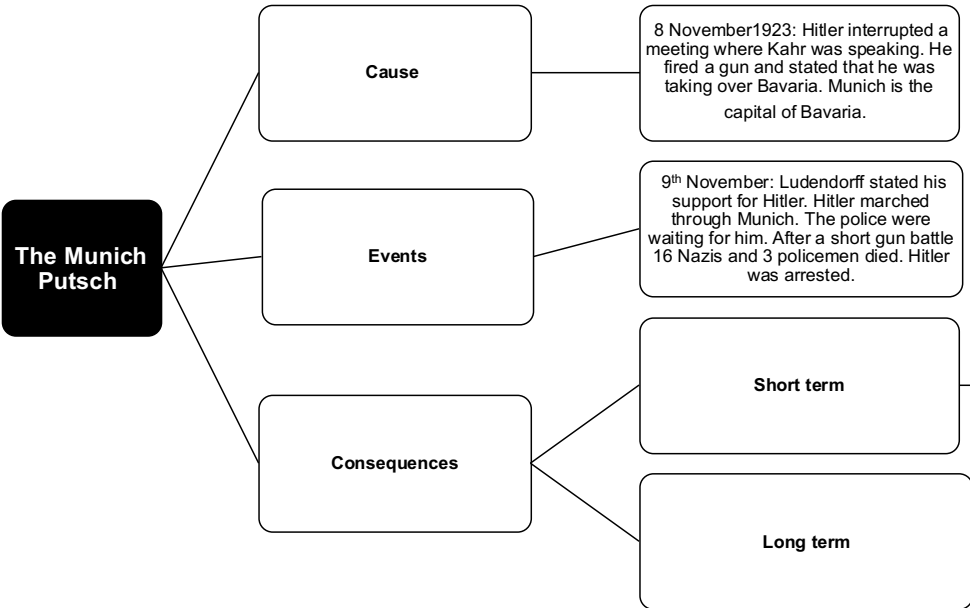
Ruhr Crisis- 1923-1924



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

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

Munich Putsch – November 1923



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

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

Hitler was put on trial. He impressed the judges with his nationalist views. He was sentenced to just 5 years instead of life or execution. Ludendorff was freed. He only served 9 months when released in December 1924.

Whilst in prison Hitler wrote his autobiography, Mein Kampf which set out his views. He also decided that the Nazis must gain power through votes not violence.

Weimar Recovery – Stresemann Recovery

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

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

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

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Weimar Culture

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

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

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

28

Timeline of the growth of the Nazis

Date	Event	Details
1917	Russian Revolution	Communists takeover in Russia, begin to take land business of the rich.
1929	Wall Street Crash	USA stock markets crashed. Led to a worldwide depression.
May 1928	Election – how many seats?	SPD – 153 Nazis – 12 Communists - 54
1930	The collapse of the Grand Coalition	The coalition led by Müller collapsed as they could not come to an agreement about how to deal with the economic issues in Germany. Some wanted to increase taxes to support the poor and others did not want to raise taxes at all.
July 1932	Election – how many seats?	SPD – 133 Nazis – 230 Communists - 89
1932	Unemployment	6 million Germans are unemployed.

Date	Event	Details
July 1932	Election	Bruning resigned as Chancellor, Hindenburg appointed Von Papen. As he didn't have much support in the Reichstag he called elections. The Nazis won 230 seats and were now the largest party. Hindenburg refuses to appoint Hitler as Chancellor.
Nov 1932	Election	Von Papen calls another election. He loses even support and resigns. The Nazi win 196 seats but are still the largest party. Hindenburg again refuses to appoint Hitler as Chancellor and instead appoints Von Schleicher.
30 th Jan 1933	Hitler's appointment as Chancellor	Von Schleicher resigns as Chancellor. Hindenburg has little option but to appoint Hitler as Chancellor. To try and control Hitler Hindenburg insists on Von Papen being vice-Chancellor and only having 2 Nazis in the cabinet.

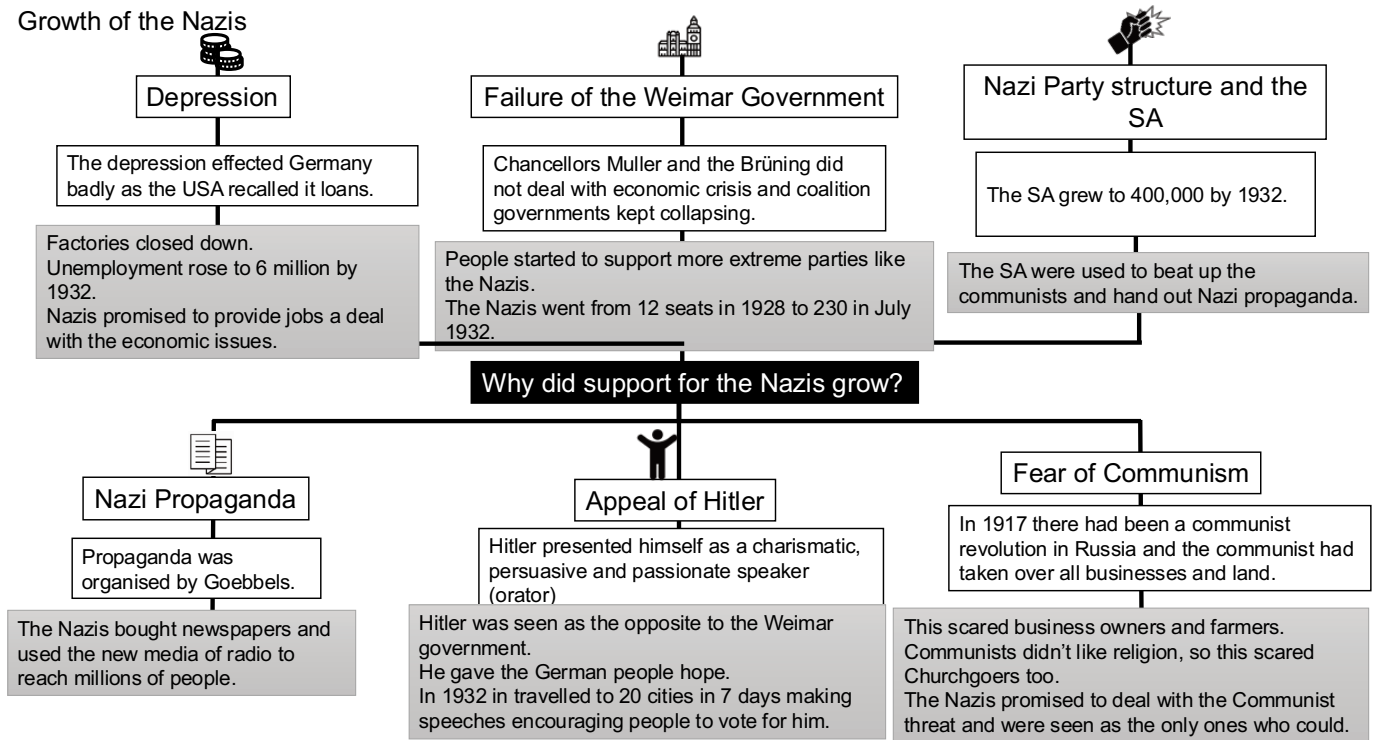
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Hitler Gains Power- Keywords and Key individuals

Keyword	Definition
Depression	Factories closed and there was mass unemployment around the World.
Propaganda	One sided information to persuade people to vote for the Nazi party.
Orator	A persuasive public speaker who engages their audience.

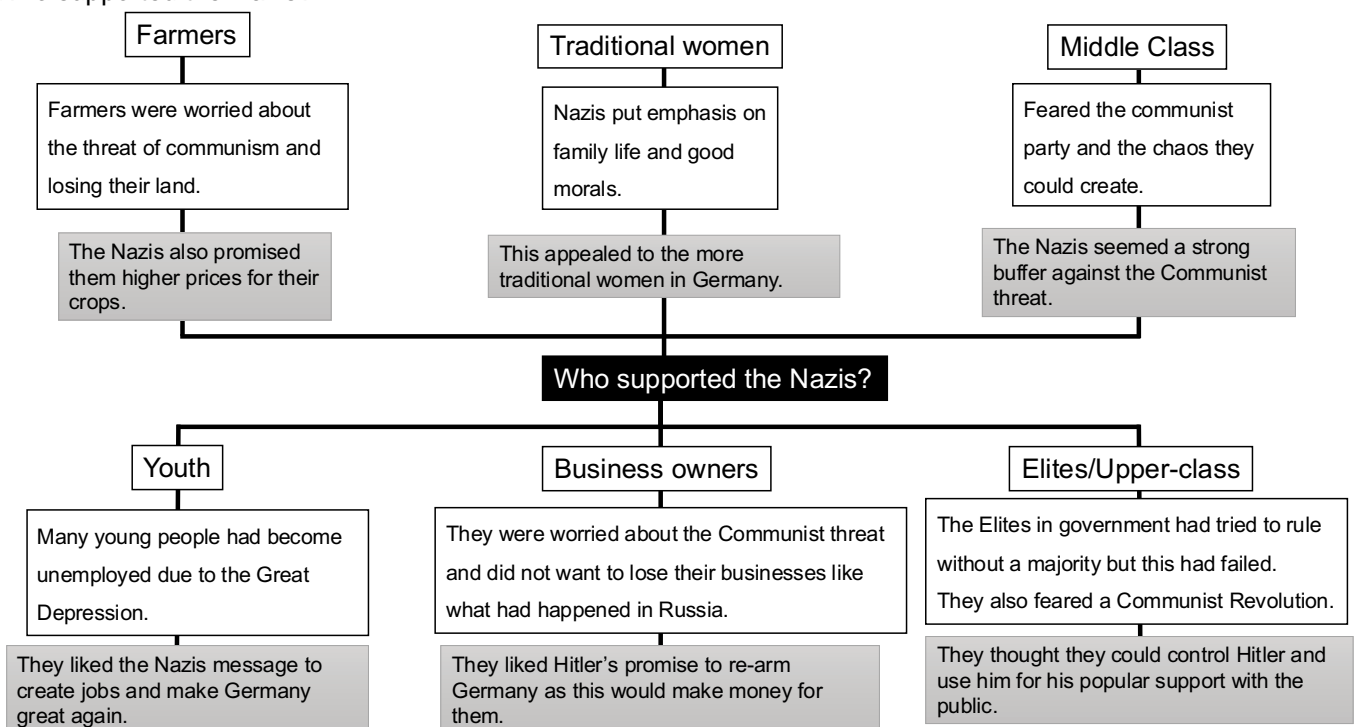
Key Individuals	Details
Josef Goebbels	Head of Propaganda for the Nazis
Hindenburg	President who appointed Hitler.
Müller	Chancellor in charge of the Grand Coalition. Stepped down in 1930.
Brüning	Chancellor from 1930-1932. Appointed by Hindenburg.
Von Papen	Another Chancellor before Hitler. Became vice-Chancellor when Hitler was Chancellor.
Von Schleicher	Chancellor before Hitler.

Growth of the Nazis



31

Who supported the Nazis?



32

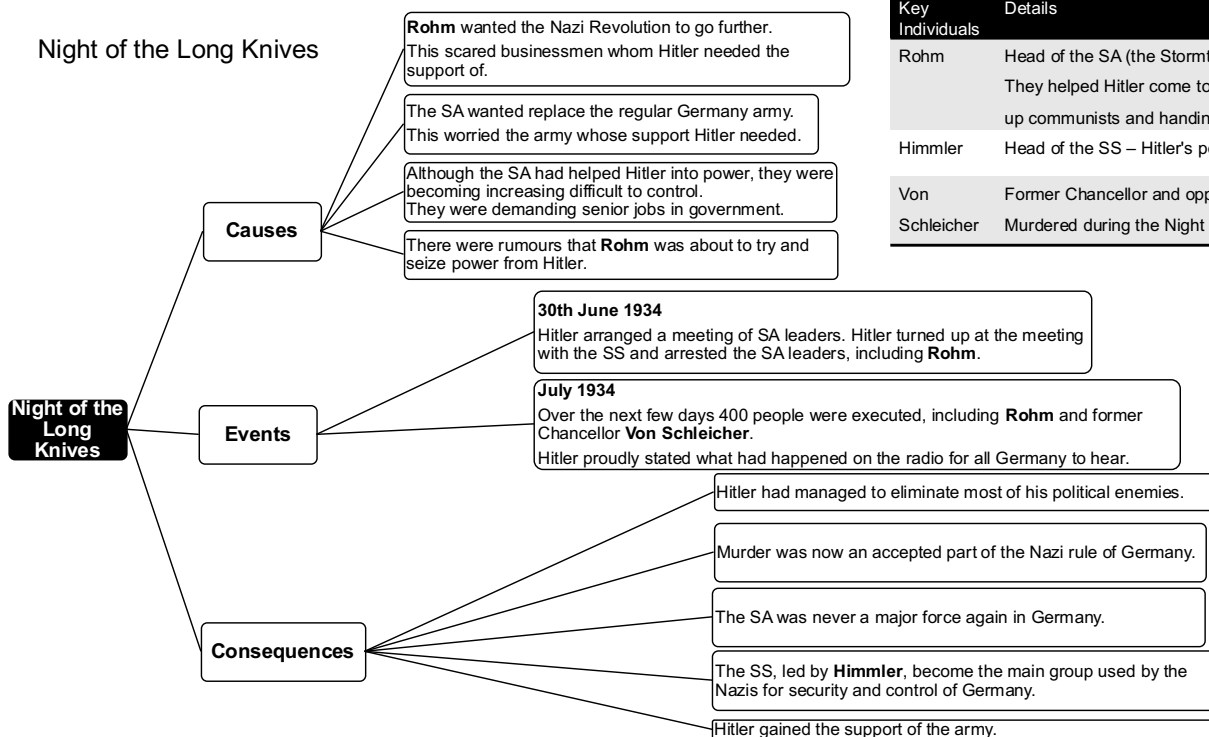
Hitler's Consolidation of Power

Date	Event	Details
27 th Feb 1933	Reichstag Fire	Communists were accused of burning down the Reichstag
March 1933	Law for Protection of People and State	New law led to the banning of the communist's party from the Reichstag and all elections. Communist newspapers were shut down and 4000 communists were put in prison.
23 rd March 1933	Enabling Act	Gave Hitler the power to pass any law without needed the approval of the Reichstag.
7 th April 1933	Hitler uses new powers.	Nazis were put in charge of all councils and the police. The Gestapo was set up and the first concentration camp was established at Dachau.
2 nd May 1933	Trade Unions	Hitler bans all trade unions, took away their money and threw leaders in jail. Hitler had taken power away from the workers.
14 th July 1933	Law Against the Formation of New Parties	Hitler passed a law that banned all parties other than the Nazi party. Now Germany was a one party state.
2 nd August 1934	Hindenburg's death	President Hindenburg died, Hitler combined the Chancellor and President jobs into a new one – the Fuhrer of Germany. Hitler also made the army swear an oath of loyalty to him personally.

Keyword	Definition
Gestapo	Secret Police.
Concentration camp	Camp for political prisoners. Harsh conditions and long working hours.
Trade Unions	Tried to improve workers wages and conditions.

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Night of the Long Knives



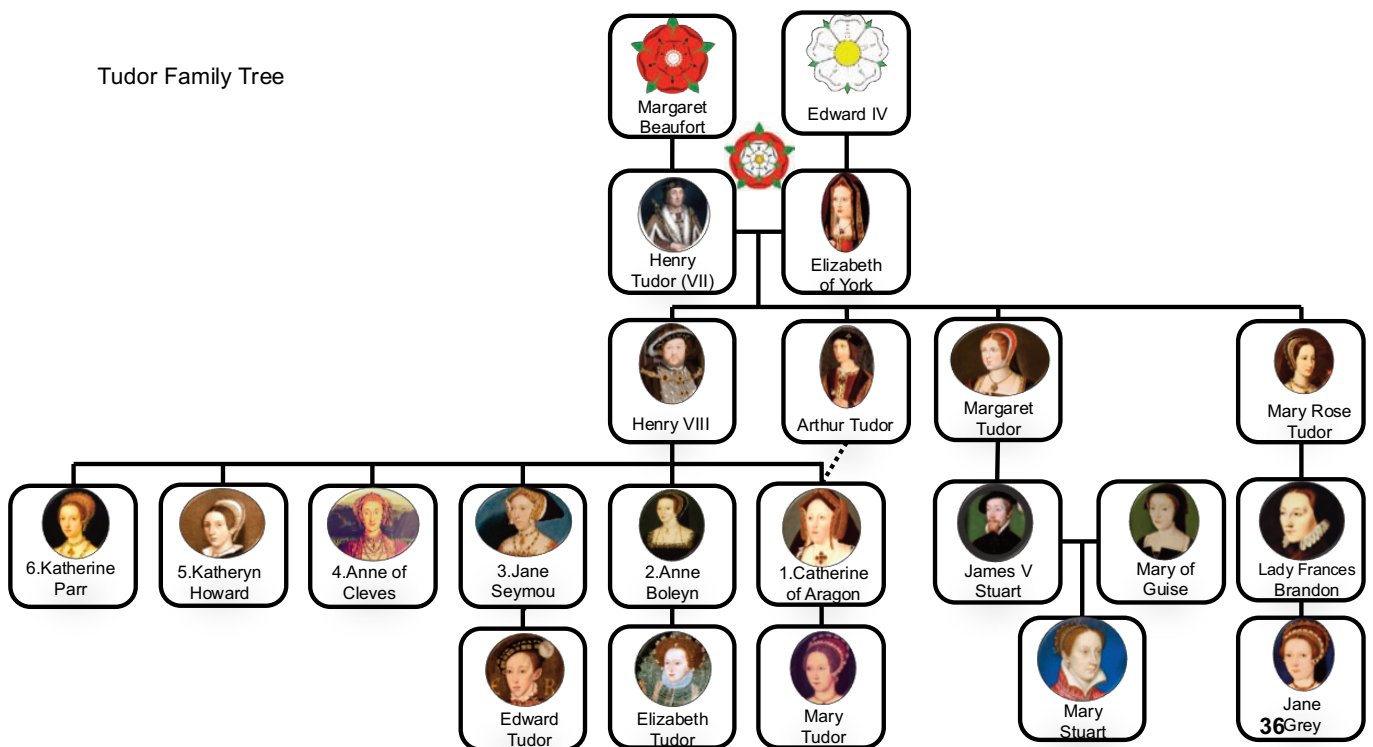
Key Individuals	Details
Rohm	Head of the SA (the Stormtroopers) They helped Hitler come to power by beating up communists and handing out propaganda.
Himmler	Head of the SS – Hitler's personal bodyguard
Von Schleicher	Former Chancellor and opponent of Hitler. Murdered during the Night of the Long Knives.

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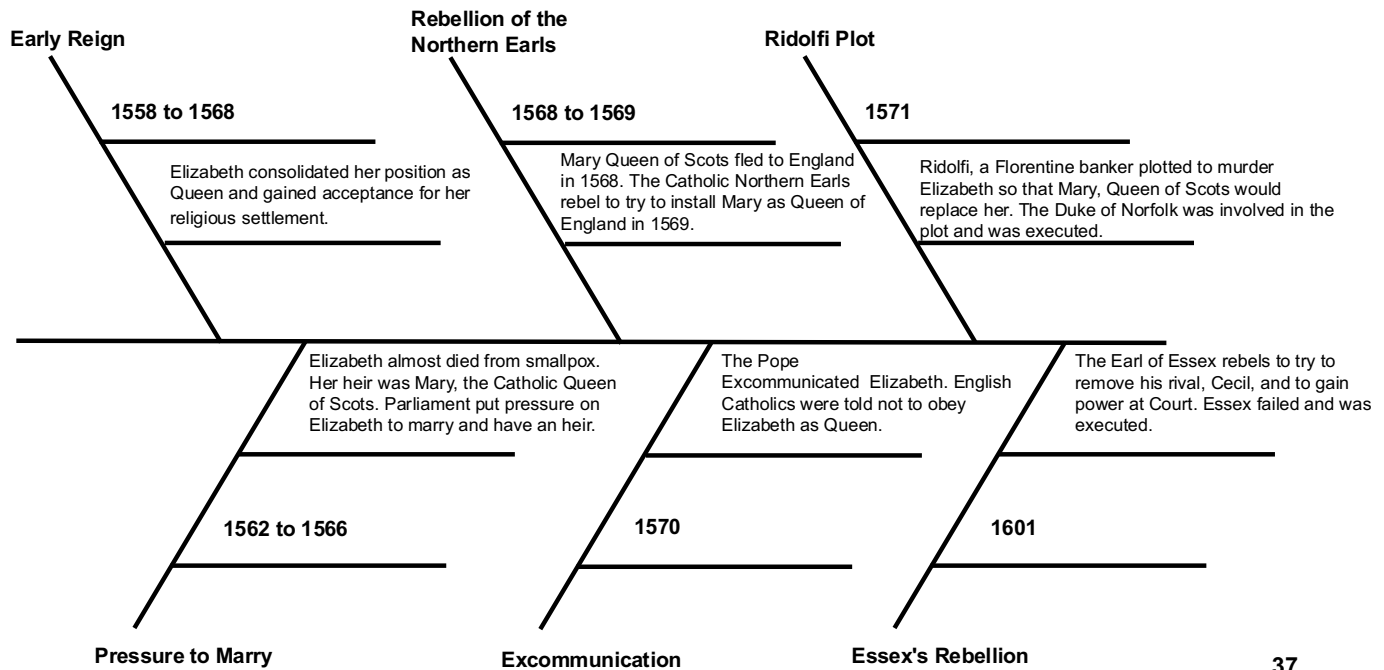
BRITAIN: How successful was Elizabeth in her early reign?

35

Tudor Family Tree

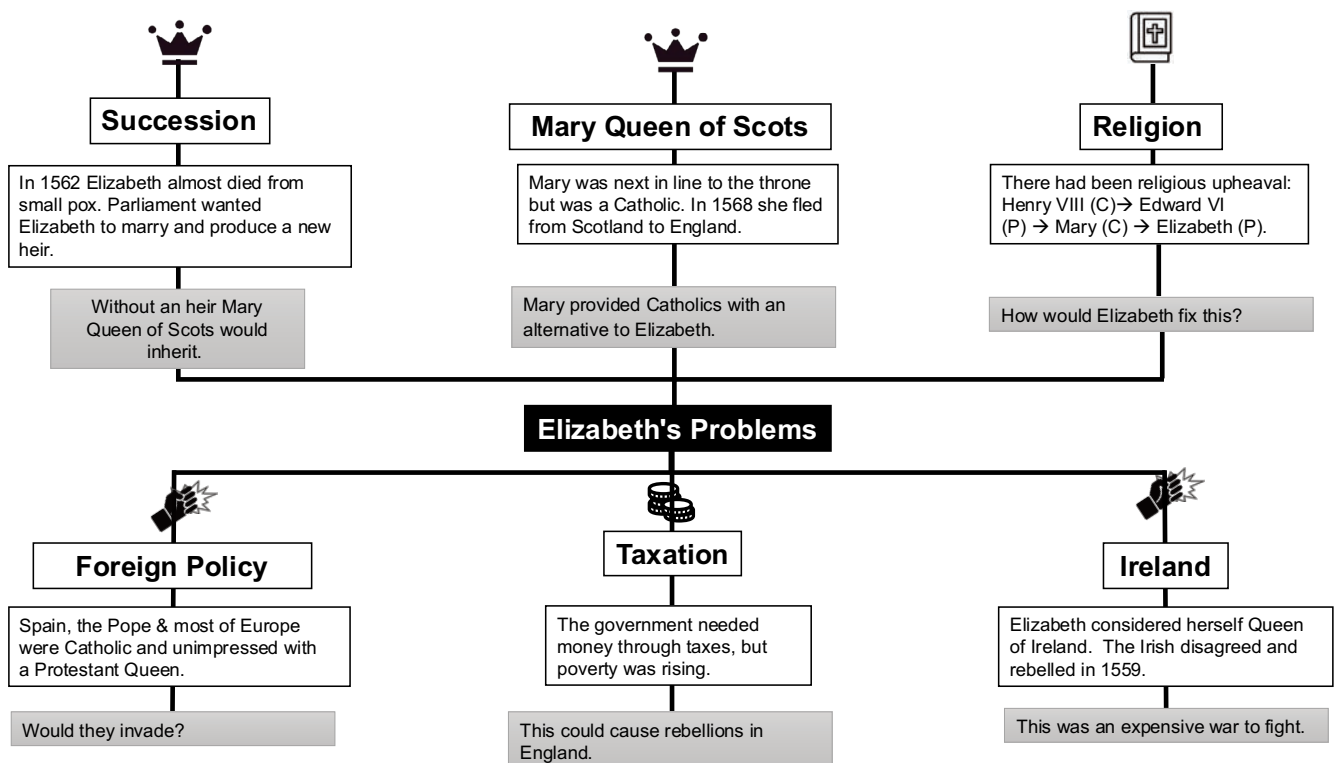


Elizabethan England Unit



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Elizabeth: Problems



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Elizabeth: Court key terms

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

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

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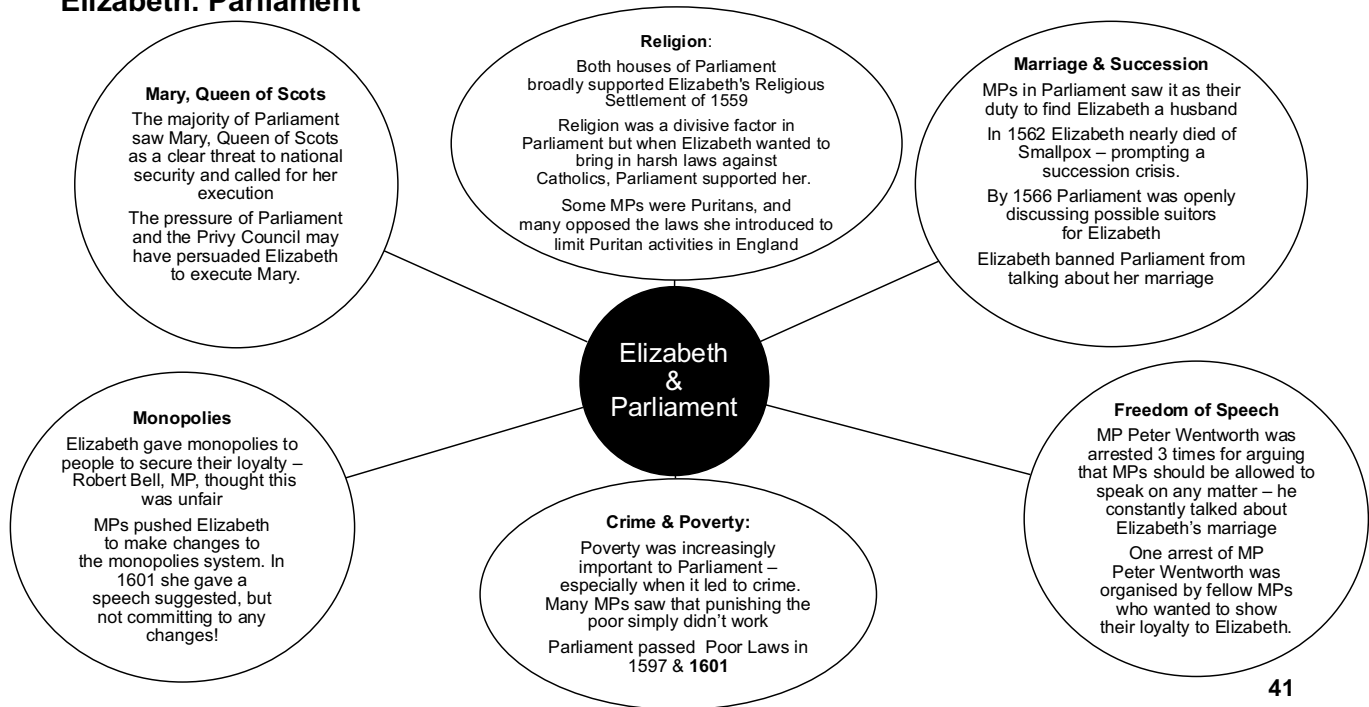
Elizabeth: Court

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

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

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Elizabeth: Parliament



41

Elizabeth: Marriage

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

Elizabeth: Rebellions

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

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

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Elizabeth: Rebellions

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

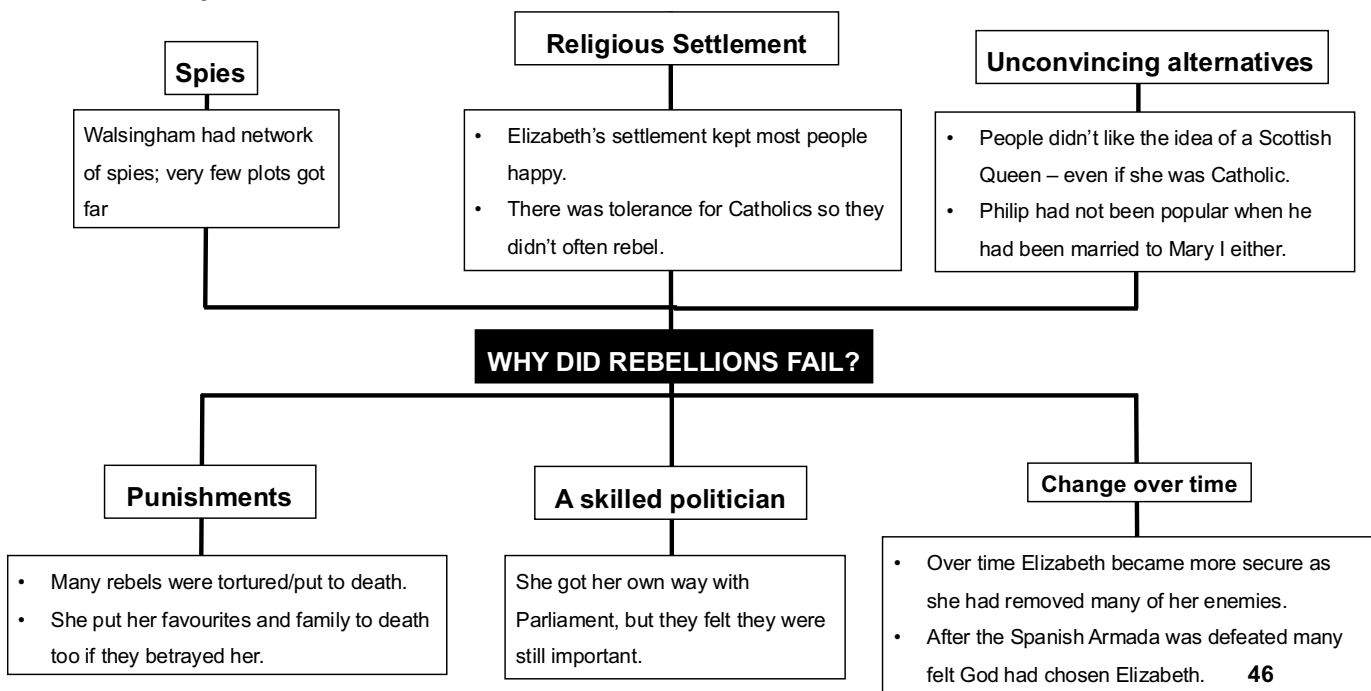
44

Elizabeth: Rebellions

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

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Elizabeth: Why did rebellions fail?



Year 9 History

Persecution

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

1. Year 9 History: Persecution Unit Overview

Jews

1st Century CE

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

64-313 CE

Christians throughout the Roman Empire were persecuted and killed

Romans and Christians

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.

1070-1290

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

Jews in England

Mongolians and Genghis Khan

1206-1405

The Mongols conquered land in Asia and Europe.

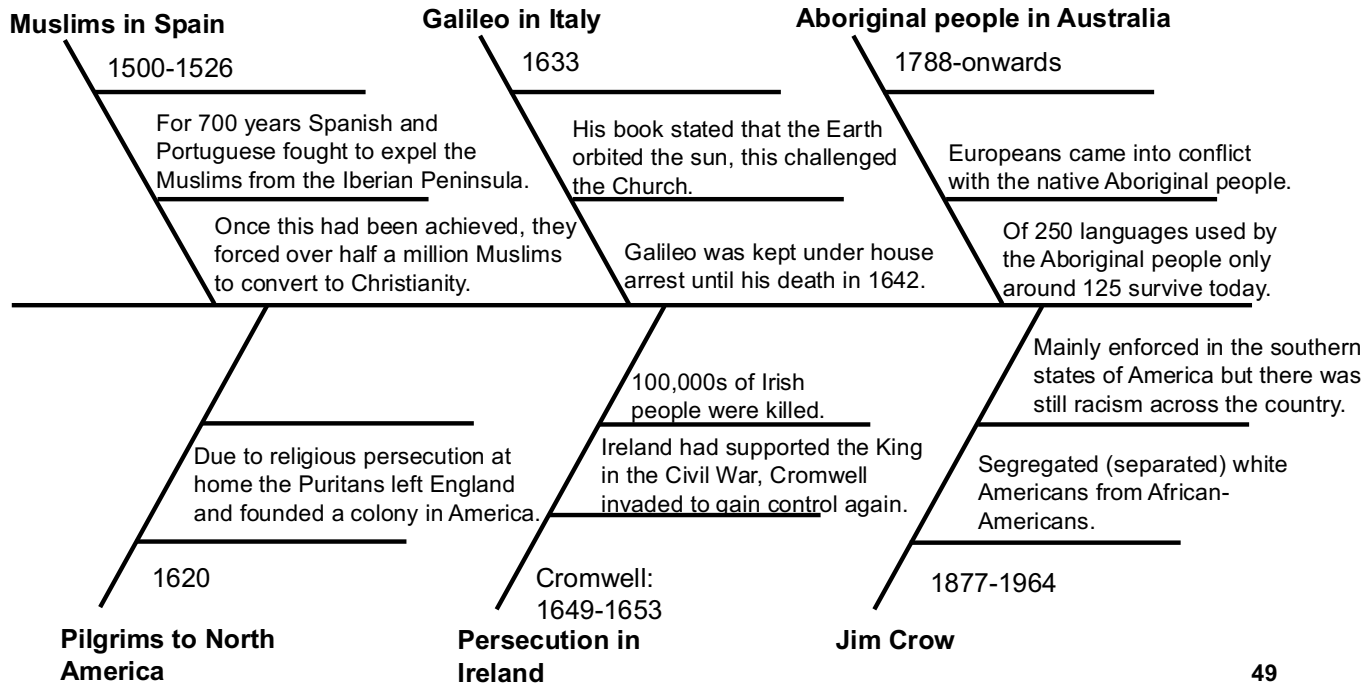
It is estimated between 20-57 million people were killed.

1491-1900

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.

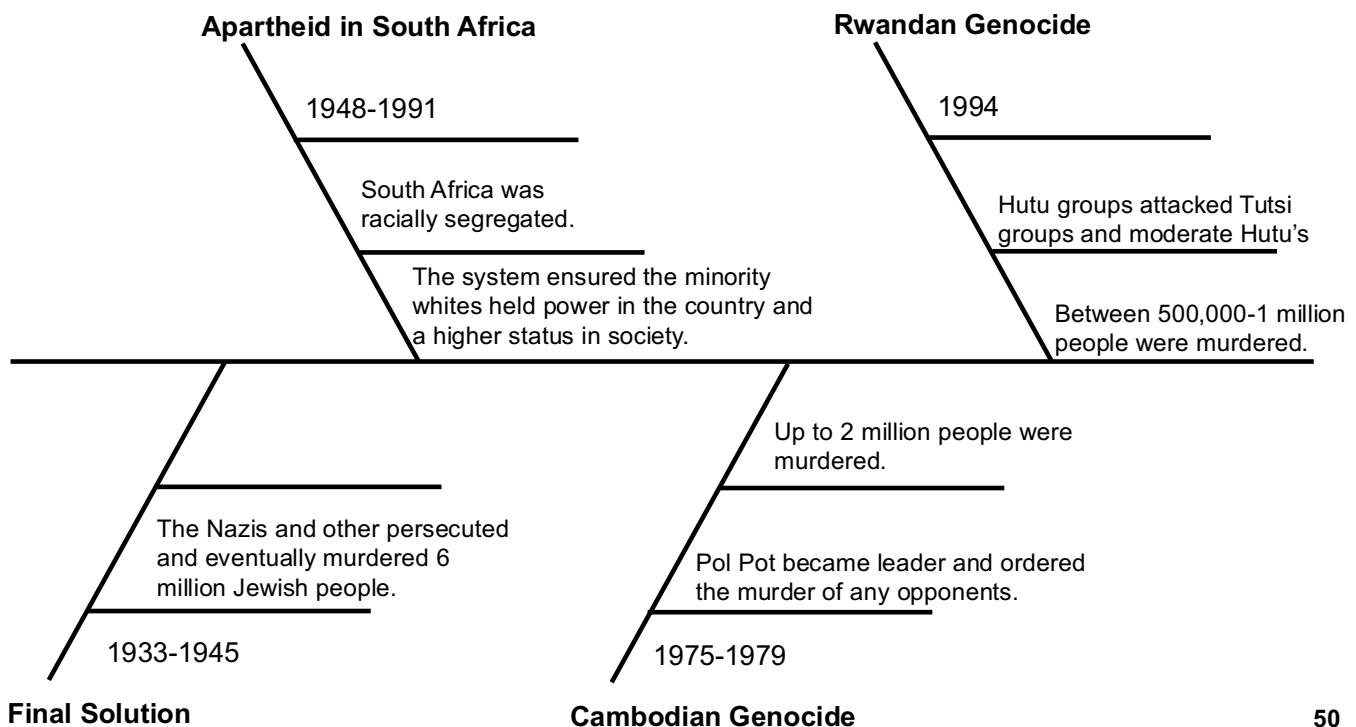
Native people of America

2. Year 9 History: Persecution Unit Overview



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3. Year 9 History: Persecution Unit Overview



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4. Year 9 History: Persecution

Crusades

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

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

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5. Year 9 History: Persecution

Ireland

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

Date	Event
1649	After the English Revolution Cromwell led an army of 12,000 to 'deal' with the Irish people
September 1649	Siege of Drogheda When Cromwell's forces took Drogheda lots of Irish soldiers and civilians were murdered.
1653	Under Cromwell the people of Ireland were persecuted: • He took land from the Irish Catholics and gave it to English Protestants. • Irish Catholics were not allowed to serve in Parliament or marry Protestants. • His reign saw 40-60% of the Irish population die of famine, torture or they were killed by the English army.

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6. Year 9 History: Persecution

Ireland continued

Date	Event
1798	British government massacred those involved in a rebellion in Ireland. The leaders were burnt alive or hung for treason.
18 th -19 th century	The Irish language was banned from society and education.
Victorian	Ireland suffered due to a disease which affected potato crops. This was known as the Great Potato Famine. Many died or migrated to other places, like America.

Date	Event
Home Rule	England blocked Ireland's wish to govern themselves for many years. Parliament refused to pass the Irish Home Rule Bill three times.
Troubles	Bloody Sunday. British Army broke the Rules of Engagement when they open fired and killed people without due reason.

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7. Year 9 History: Persecution

Natives in America

Date	Event
1600-1700s	European settlers in the East had begun to force Native Americans to move towards the East.
1828	Andrew Jackson became US President and promised to deal with the 'Indian problem'.
1830	Gold was discovered in Georgia. White settlers were encouraged to move to areas where the Cherokee lived.
1830	Removal Act- Law intended to move Native Americans west of the Mississippi river. The Supreme Court said the law was illegal, the President ignored them.

Date	Event
May 1838	7000 troops arrived to forcibly remove the Cherokee. This was the beginning of the Trail of Tears.
March 1839	The Cherokee arrive in their new home in Oklahoma. Nearly 4000 had died on the journey, 20% of the whole Cherokee nation.
1845	John O'Sullivan wrote that it was the Manifest Destiny of white Americans to spread over all of America. From this point on more and more Native Americans were forced from their homelands onto reservations.

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8. Year 9 History: Persecution

Jim Crow

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

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

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9. Year 9 History: Persecution

Holocaust: before the Second World War

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

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

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10. Year 9 History: Persecution

Holocaust: During the Second World War

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

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

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11. Year 9 History: Persecution

Holocaust: Key terms

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

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

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12. Year 9 History: Persecution

Apartheid

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

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

13. Year 9 History: Persecution

Apartheid

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

14. Year 9 History: Persecution

Cambodian Genocide: Events

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

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

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

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15. Year 8 History: Persecution

Cambodian Genocide: Pol Pot

Key rules under Pol Pot

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

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

Religion was banned.

Money was banned.

Children were taken from parents and re-educated.

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

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16. Year 9 History: Persecution

Rwandan Genocide: Events

Date	Event
1894	Germany colonises Rwanda. They favour the Tutsi minority.
1916	Belgium gain Rwanda after WW1. They also gives the Tutsi more power even though they account for around 10% of the population.
1962	Rwanda gains independence from Belgium. The Belgium's leave the Hutu's in charge. Violence breaks out between the different religions.

Date	Event
1990-1994	The Rwandan Patriotic Front (Tutsi) invade Rwanda to try and regain power from the Hutus. A civil war begins, anti-Tutsi propaganda is spread.
6th April 1994	Rwanda's President plane is shot down, the Tutsi are blamed. Hutu militias use this as an excuse to start a Genocide.
April- July 1994	Hutu militias kill 800,000 Tutsi and some Hutus. The killings are carried out by hand using machete and clubs.

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17. Year 9 History: Persecution

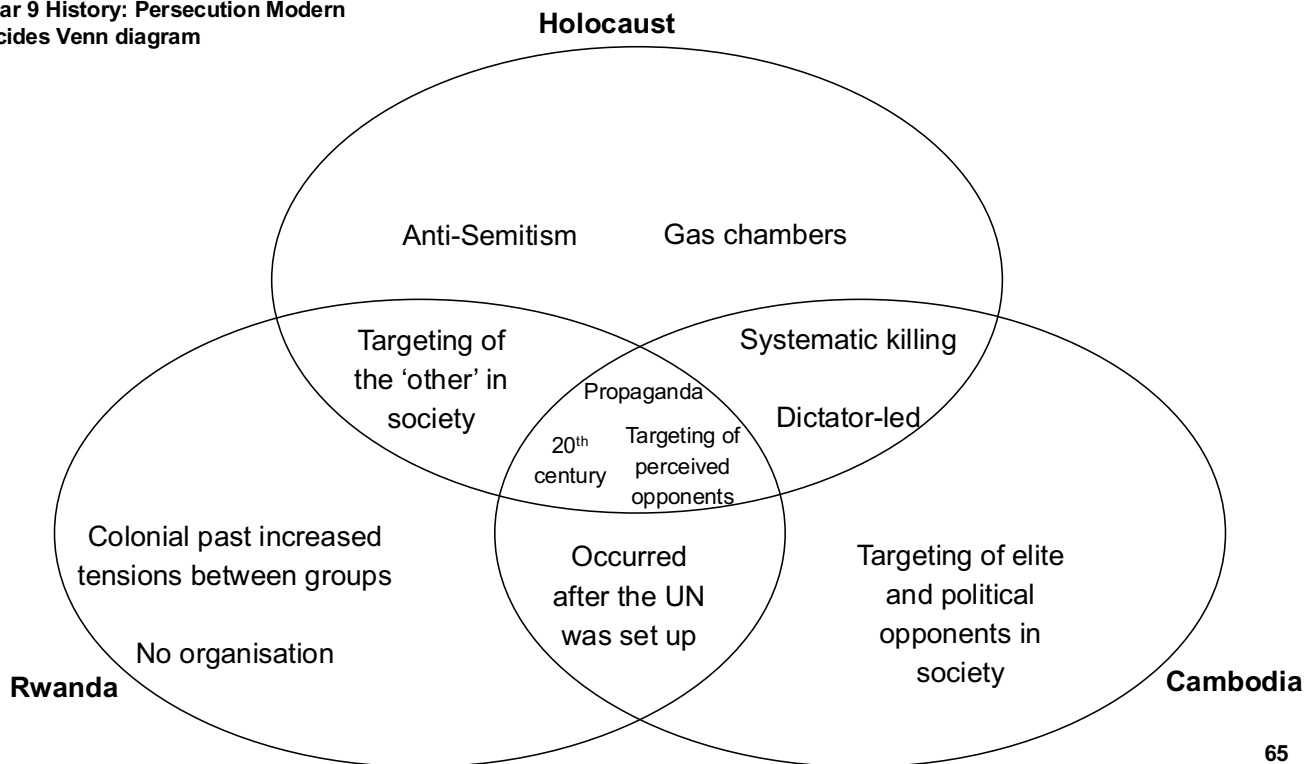
Rwandan Genocide: Events and key terms

Date	Event
July 1994	Ten United Nations peacekeepers were killed trying to stop the violence. International governments and the UN failed to stop the killings and did not send any more troops.
July 1994	The Rwandan Patriotic Front continued its advance, gaining control of the country and stopping the genocide.

Key terms	Definition
Hutu	Origins are unclear but it has been used to describe people forming the majority population in Rwanda.
Tutsi	Origins are unclear but it has been used to describe people forming a minority of the population of Rwanda. The main victims of the 1994 Rwandan Genocide.
Genocide	The deliberate killing of a large group of people, especially those of a particular ethnic group or nation.

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18. Year 9 History: Persecution Modern
Genocides Venn diagram



Year 9 History

Assessment question structures

4 marks = 5 minutes = 1 paragraph

1. Year 9 History: Assessment questions structures

PEEL- How to explain

Point What is your opinion?	Evidence Which examples link to your opinion?	Explain What does your evidence show?	Link How does your opinion link or compare to others?
• I think... • One way... • A consequence was... • The importance of... • The main cause was...	• For example... • This can be seen through • This is demonstrated by.... • A prime example of this is... • We can see evidence of this when we look at the... • This is reflected in... • This links to the fact...	• This shows us that... • This demonstrates how... • From this we can assume that... • This is significant because... • This embodies/ epitomises/reflects the importance of... • As a result of this... • If this did not happen then... • Therefore, this shows... • This suggests...	• In contrast... • Although this was important, it was less important than... because... • However... • Alternatively... • Even though... • This links to...

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2. Year 9 History: Assessment questions structures

Source Analysis

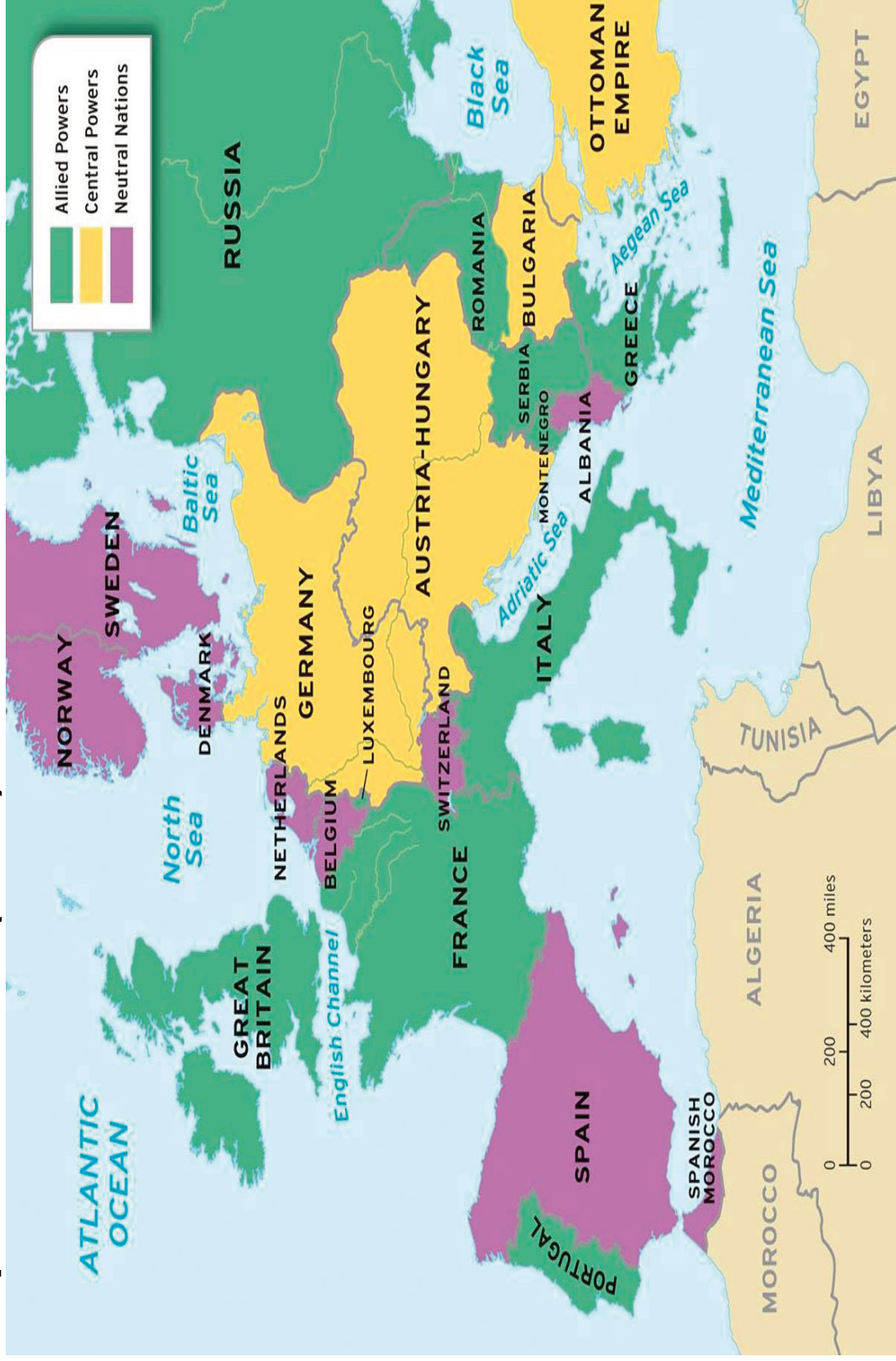
How to analyse a source	Sentence starters
1. What can you see?/What does it say? • Describe what you can see if it is an image based source. • Pick out words/phrases from the source which help you work out what it says	In the source I can see... In the source it says...
2. What does it mean? • Explain the main message/meaning of the source. • If it is an image based source, explain what the imagery in the source means/symbolises.	This means... Therefore, this suggests...
3. What do I know? • Explain how the message/meaning of the source links to your own knowledge.	This links to the fact... I know this to be true because...

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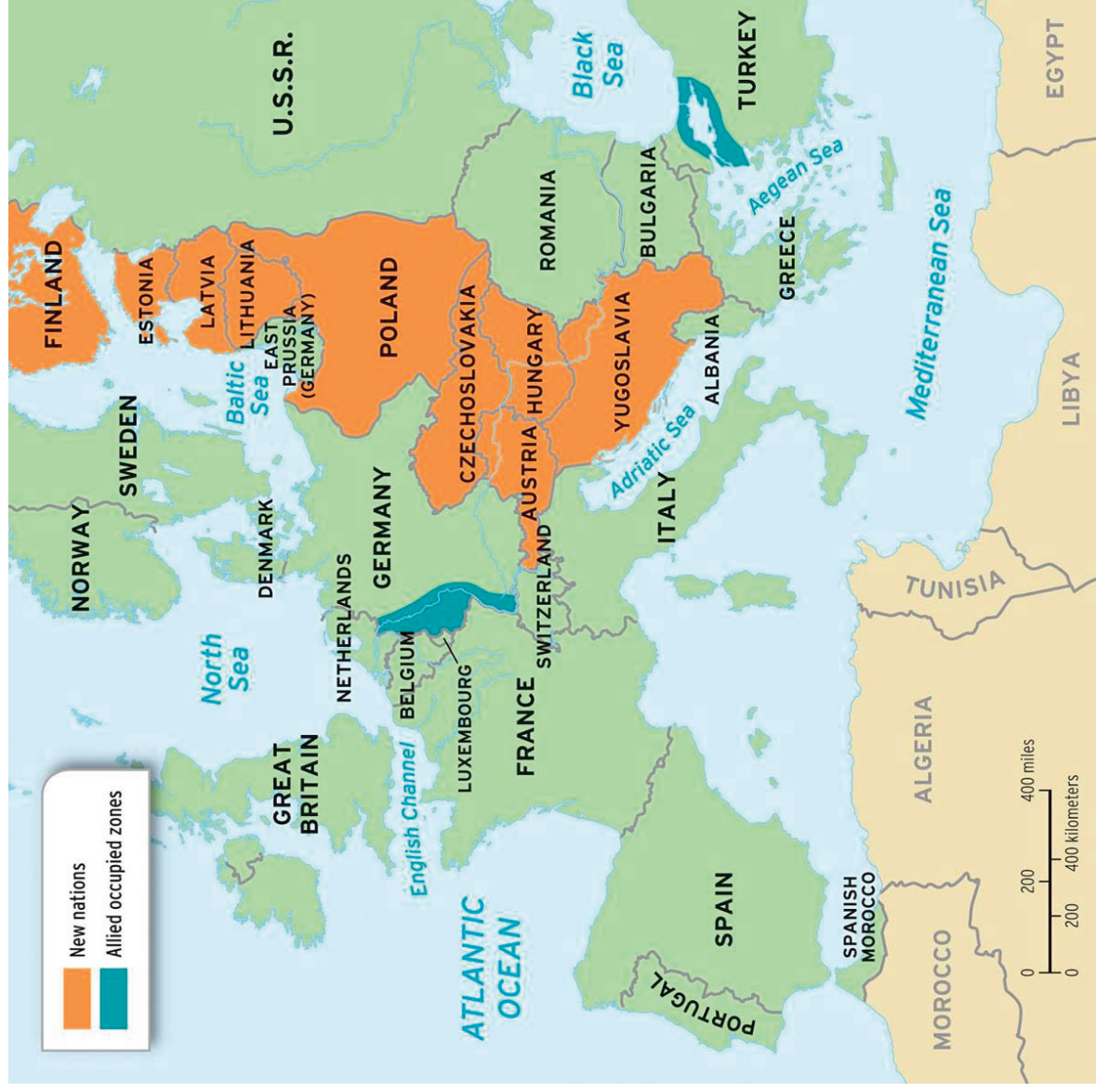
Interpretation Analysis

How to analyse an interpretation	Sentence starters
1. Summarise the interpretation into 1 sentence of your own words.	The interpretation says...
2. Link back to your own knowledge	This links to the fact... I know this to be true because...

Map of Europe before 1914 (WW1)



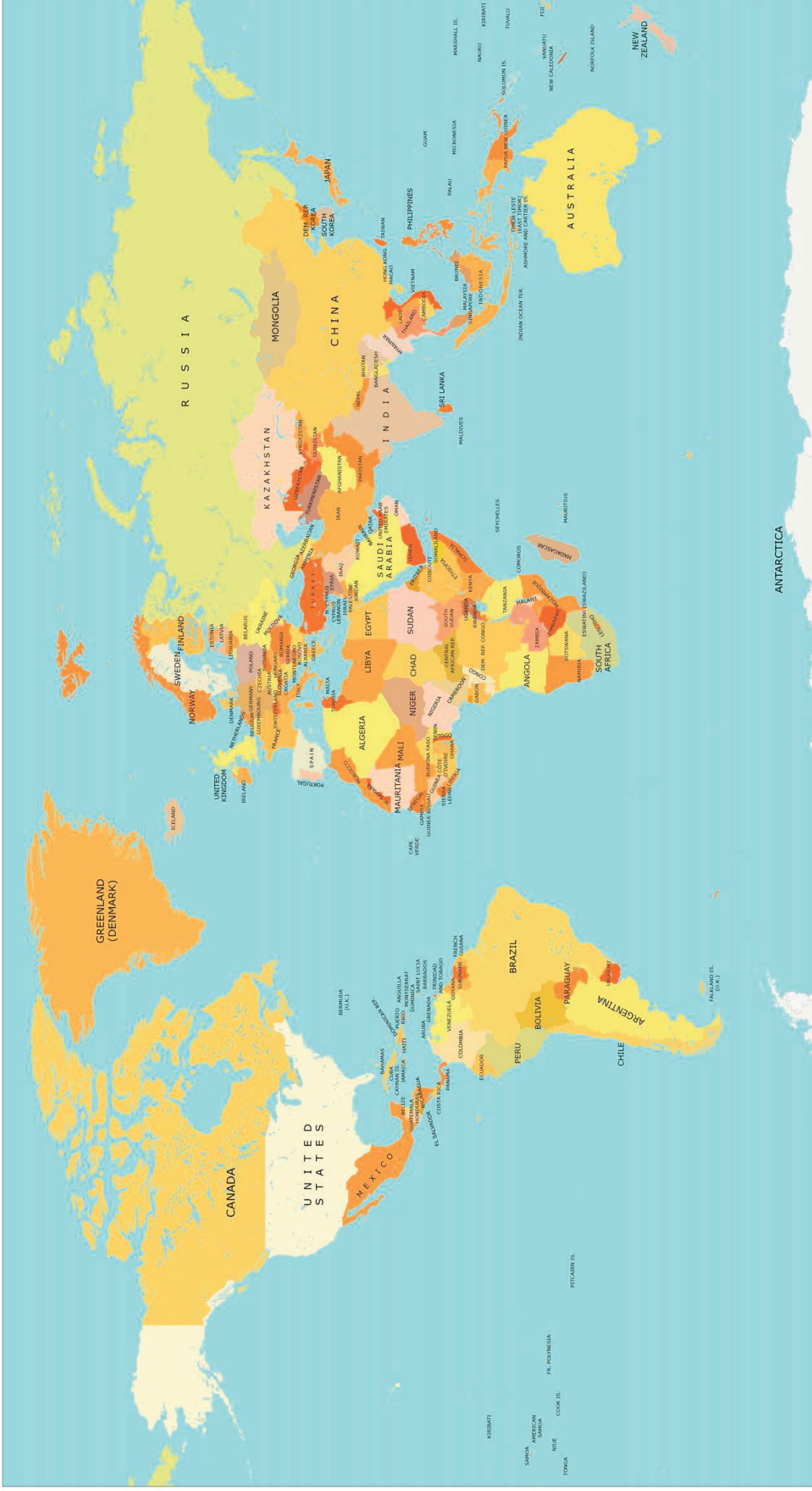
Map of Europe after 1918 (WW1)



Map of Europe now

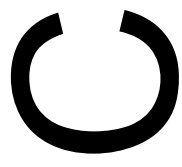


Map of world now



A

B





INDEPENDENCE: DIAGNOSIS – THERAPY – TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

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



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:	CLASS:
TOPIC:	

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.
Reduce: reduce the key information to 20 words.
Categorise: sort out the information into three categories. Give each category a title which sums up the information.
Extend: write down three questions you would like to ask an expert in this subject.



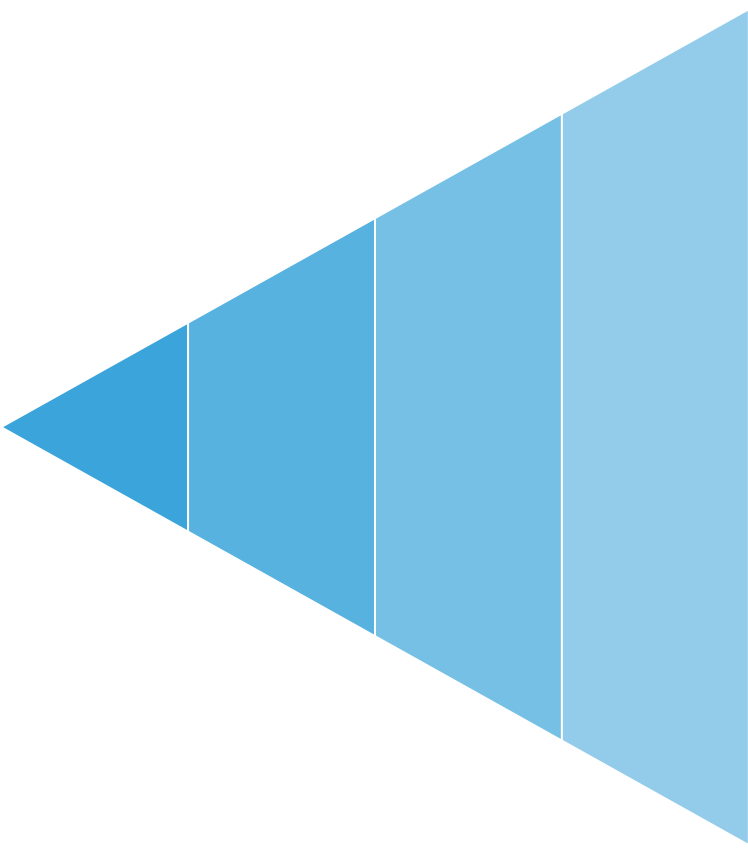
INDEPENDENCE: RANKING TRIANGLE

NAME:	CLASS:
TOPIC:	

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

State...

Explain...

Suggest...

Describe...

Evaluate...

Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:	
Almost there: 3 things I understand better now:	
I've got these: 3 things I already knew:	



INDEPENDENCE: OTHER IDEAS

Steps → flow chart Transform a sequence of steps into a flow chart or a diagram.

Flow chart → steps Transform a flow chart or a diagram into a sequence of steps.

Look, cover, write, check Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

Link key words Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME:

CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

