

Y8

Work Pack

Geography

Project

Task 1:

Climate change is currently affecting our world in a negative way- there have been increases in flooding in the UK, droughts in much of Africa and Hurricanes in the USA. The ice caps are melting destroying habitats and leading to the threat of extinction.

With this in mind the problem needs fixing. This can be done in a number of ways:

- Switching to nuclear power
- Switching to renewable energy
- Planting more trees
- Improving public transport systems

Your task is to:

- a) Find out how each of these strategies could fix the problem
- b) Find out the positives and negatives of each strategy
- c) Using what you have found, write a persuasive letter to the government, asking them to adopt your strategy.

Task 2:

Watch this documentary about climate change

<https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>

History

Research the four following African American Civil Rights Protests and for each one describe; where this was, what happened, why did it happen, what happened as a result and whether this helped or hindered African American Civil Rights. The four case studies should overall be two pages long. The four case studies are;

- Little Rock, 1957
- Freedom Rides, 1961
- Birmingham, Alabama 1963
- March on Washington, 1963

In an extended paragraph answer 'Was non-violent protest successful for the Civil Rights Movement?'

Research the four following African American Civil Rights Activists and for each one describe; Who they were (background etc), what they aimed to do for civil rights, did they achieve their aims and could they have done more. Aims of the Civil Rights Movement; Equality in the law, Ending of Segregation, Protection of Rights, Ending of discrimination and Raised awareness of their cause.

The four civil rights activists are;

- Martin Luther King Jr
- John F Kennedy
- The NAACP
- James Farmer

In an extended paragraph answer 'Who was the most significant Civil Rights Activist? Why'

Research and complete the following questions in your exercise books;

- What is the Black Power Movement?
- What did they hope to achieve?
- Who are the key individuals? (at least four)
- What did they achieve?
- Have they influenced or been influenced by another civil rights movement/activist

Research and complete the following questions in your exercise books;

You must decide in who is the most significant for each of the following categories and write an extended paragraph on why in your exercise books:

Pioneers (Rosa Parks, Thurgood Marshall)

Peaceful protestors (MLK, JFK)

Black Power (Malcolm X, Stokely Carmichael)

Dance

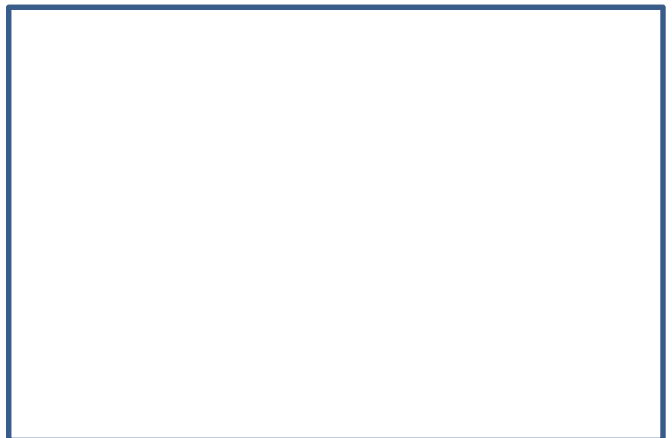
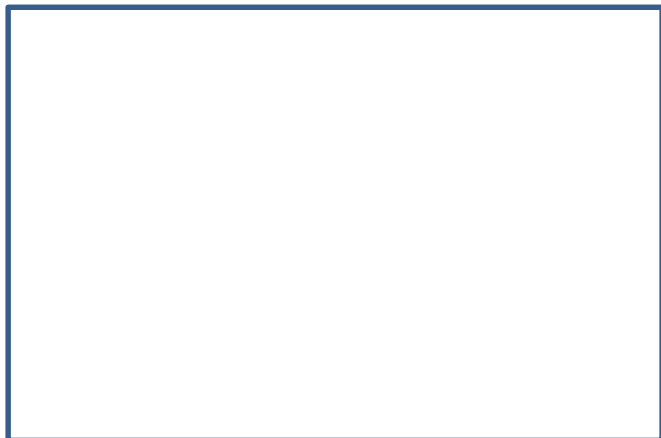
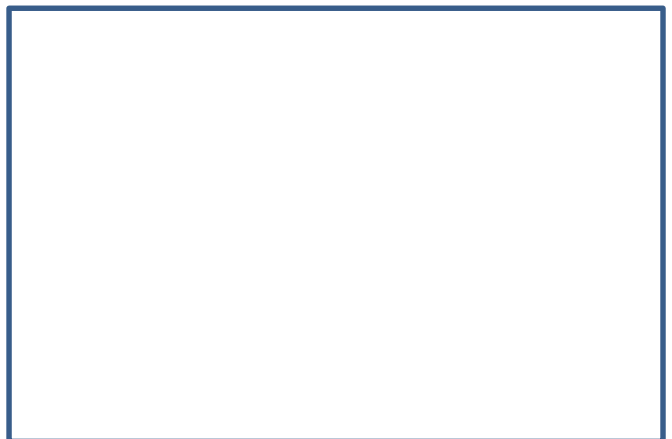
1. Define the following physical skills:

Strength

Balance

Control

2. Draw four formations that can be made by using 7 dancers in the boxes below.



3. Explain why it is important to have spatial awareness when moving formations?

4. Watch the following dance video on youtube 'ADELE - Love In The Dark | Kyle Hanagami Choreography.'

Complete the table below on the performance.

Movements used <i>Kick, turn, leap, extend, slide, jump, roll</i>	
Costume <i>Colour, style, fit, fabric</i>	
Props (<i>Other items used in the performance</i>)	
Lighting <i>colour, type</i>	
Dance style <i>Street dance, Contemporary, Lyrical, Tap, Ballet, Jazz</i>	

5. What did you think the dance was about? Why?

Your task is to write two descriptions using the pictures. Use this worksheet to help you write both descriptions effectively.

Descriptive Writing: what do I need to include in my paragraphs?

Descriptive writing word bank to help you with the description of what you can see, hear, taste, smell and touch.

Paragraph 1: You need to create an **atmosphere/mood** (e.g. happy, peaceful, sad, eerie, tense). You need to do this by focusing on the weather (minimum of 4 sentences).

Paragraph 2: Now focus on another part of the image. What are you seeing? How is it making you feel? *Be specific, do not simply say 'I can see something beautiful'. Instead, think about what is making it beautiful? What does it look like? (Colour, size, texture, smell, how it feels).*

Paragraph 3: Now move on to another part of the image to describe what you are seeing. Again, *Be specific, do not simply say 'I can see something beautiful'. Instead, think about what is making it beautiful? What does it look like? (Colour, size, texture, smell, how it feels).*

Challenge: Can you use three examples of imaginative vocabulary (e.g. instead of 'bright' try 'gleaming' or 'glistening').

Paragraph 4: Now look at the image as a whole. How does your character feel looking at everything altogether?

Challenge: Can you use a cyclical structure here at the end by repeating something which you mentioned in paragraph 1?

Touch words:

gritty
hard
prickly
rough
sharp
silky
slimy
slippery
smooth
soft
sticky
stinging
wet

Smell:

fragrant
pungent
fresh
musty
rotten
rich
stale
strong
sweet
perfumed

Sounds:

squeak
whistle
howl
wail
gibber
grunt
scream
shriek
chant
caw
whimper
purr
cry
buzz
shrill
echo
gurgle
murmur
rumble
snap
tap
click
whisper

Words to describe the trees and general setting:

bright
brilliant
colourful
colossal
crooked
crowded
dark
deep
dim
enormous
glistening
high
hollow
light
motionless
muddy
murky
shadowy
shallow
sheer
swooping
tall
translucent
wide

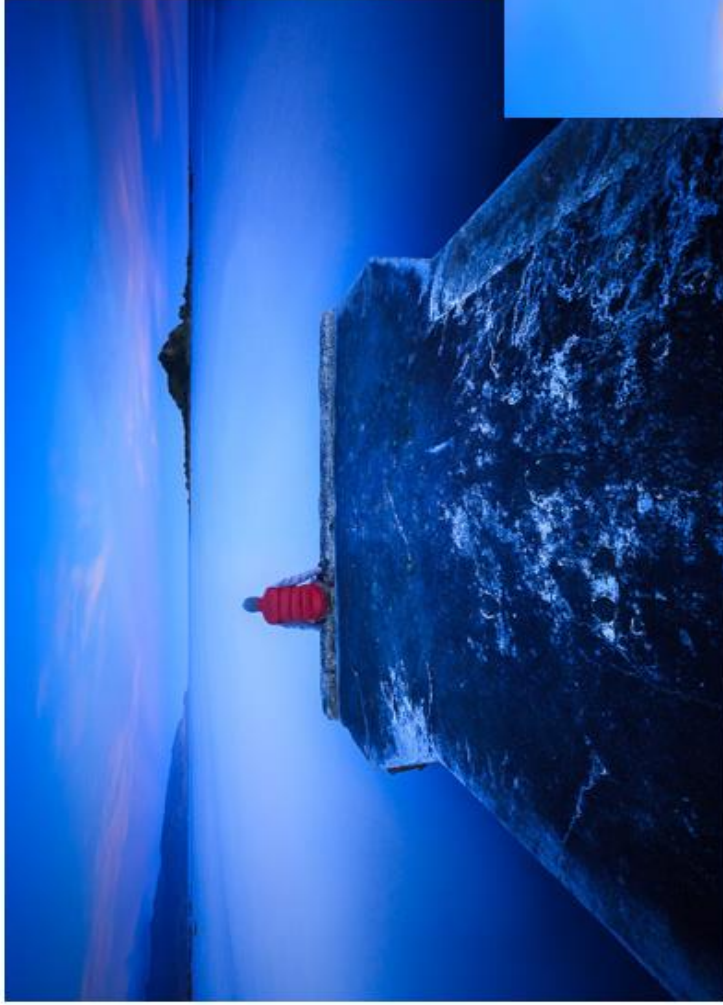
Words to describe the climate:

humid
sweltering
steamy
hot
stifling

Forest floor movements

scuttling
scampering
slithering
shuffling
scurrying
rustling
crunching
crackling

Your task is to write two descriptions using the pictures. Use this worksheet to help you write both descriptions effectively.



Write two descriptions using the pictures here.



French

- Revise on quizlet or linguascope:
 - Family
 - Pets
 - Where I live
 - School
 - School subjects
 - Teachers
 - Opinions on teachers
 - School rules
 - Differences between schools in France and schools in the UK
 - places in town
 - shops
 - clothes
 - directions
 - food
 - colours
 - the present tense
 - the near future tense
 - the conditional tense
 - adjectival agreement
 - negatives
- Revise linguascope (username: russell and password: icandoit)
- Revise using knowledge organisers 1, 2, 3 and 4 as well as using your books from last year if you do not have a computer.

Translate into French

I live in quite a big town in the south east of France. I love it because I think that it's really interesting and fun. There is a bakery and a butchers. There isn't a church. At school we study eight subjects. I love science because I find that it's fantastic and I like the teacher. However, my English teach is too strict and he gives us too much homework. In my opinion he is very annoying. In the future I would like to study in England because I believe that it's amazing. In England we have to wear uniform.

Translate into English

Mon meilleur ami s'appelle Sam. Il est vraiment travailleur et sympa. De temps en temps il est agaçant. J'adore mon collègue et je crois que je vais aller aussi au lycée dans quelques années. À mon avis c'est très important pour mon futur. Mes profs sont assez gentils. Mon prof d'EPS est vraiment sévère mais il est aussi drôle. Chez nous il faut porter l'uniforme scolaire. Je dois porter une jupe noire, une chemise blanche, une veste verte et des chaussures élégantes. De plus on mange de la viande et du poisson à la cantine.

Write a 40 word essay on your school

- Your teachers and your subjects
- The buildings
- The food
- What you will do after school

German

- revise all vocabulary from Knowledge organisers both Y7 and Y8
- revise vocabulary on quizlet and linguascope as well
- revise the present tense and future tense
- revise word order rules
- write a story including as many topics as possible that we have covered since Y7:
- greetings
- numbers
- days of the week
- months
- the date and birthday
- questions
- colours
- physical descriptions
- character descriptions
- family and pets
- weil and word order
- free time activities and hobbies
- sports
- verbs
- instruments
- places in town
- daily routine
- telling the time
- TV programmes and films
- books and music
- being online
- food
- school
- comparatives and superlatives
- opinions
- countries

In your German books do the below translations without google translate!! If you need to use a dictionary, use wordreference.com

Translate into German:

I live in London, South England. I like living here because in my town there is a big stadium. I love it because I like playing football and my favourite team is West Ham. My dad hates football but he loves volleyball. But I think that is very boring. Tomorrow I am going to go to the cinema with my friends and we will watch a comedy. It will be fun.

Translate into English:

Hallöchen! Ich heiße Franka und ich komme aus der Schweiz. Aber ich wohne jetzt in Warschau, was in Polen liegt. Ich wohne gern hier, weil die Leute freundlich sind und es gibt viele Brücken. Es gibt auch tolle Geschäfte und ein Schloss. Im Sommer kann man im Fluss schwimmen. Nächstes Jahr werde ich mit meiner Familie in die Niederlande fahren, weil meine Großeltern dort wohnen und wir werden sie besuchen. Ich werde jeden Tag viel Käse essen und Limonade trinken. Ich möchte auch Holzschuhe tragen, weil das eine Tradition ist, obwohl sie unbequem sind.

Music

Find the definitions to the following musical words:

Pulse –

Rhythm –

Pitch –

Improvisation –

Texture –

Tempo –

Dynamics –

Melody –

Chord –

Accompaniment –

Unison –

Pentatonic scale –

Bassline –

Listening Task

Gustav Holst (1874-1934): *The Planets* (Op.32)

Gustav Holst was a British composer living and working in London 100 years ago. He was a very interesting man fascinated by space, astrology, alternative faiths, meditation and vegetarianism – in many ways he was completely ahead of his time. The Planets orchestral suite from 1918 describes seven planets in music but looks at their moods or characters rather than their scientific properties.



Listen to 'The Planets' on YouTube and then complete the following table below. Describe the character of the planet by matching the words below to the planet and then describe the music using the musical vocabulary on the other page.

Characters: Old Age, Mystic, Flying messenger, Pease, Joy, Magician, War

Planet	Character	Music
Mars	E.g. War	E.g. Starts with low pitched quiet brass which creates a sense of tension. The tempo is consistent throughout as it is representing a march. Various instruments like the euphonium have solos throughout the piece with three epic climaxes.
Venus		
Mercury		
Jupiter		
Saturn		
Uranus		
Neptune		

Science

SCENARIO

You have just got new job, working at a local GP surgery.

Congratulations!

The head doctor has asked you to produce an information poster or leaflet about how to reduce the spread of disease.



TASK

Create a leaflet on how to reduce the spread of disease.



POINTS TO CONSIDER

- What are the main differences between bacteria and viruses?
- How do bacteria and viruses reproduce?
- How do bacteria and viruses cause disease?
- How do you stop yourself from getting a bacterial or viral infection?
- How are bacterial and viral infections treated?
- Why does antibacterial gel not kill viruses?



RESOURCES

Visit www.j.mp/srsscience for some resources we have put together.

You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

CREATE YOUR SCIENCE LEAFLET/POSTER HERE

Art & Design Technology

ART

Students are expected to complete two drawings from the list below. This work is set by the staff in the art department to support class work and build students' knowledge and experience. Drawings can be done on any sort of paper, using pencil or pen. Colour and tone need to be carefully added.

1. Research and Present work on a culture (India).
2. Draw where you live.
3. Design an Easter egg.
4. Design a church 3D.
5. Draw a stained glass window.
6. Draw a castle.
7. Draw yourself.
8. Draw an animal in its natural habitat.

Design and Technology

Students are expected to complete two pieces of work from the list below. This work is set by the staff in the DT department to support class work and build students' knowledge and experience.

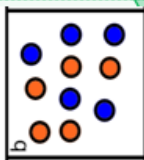
1. Draw a mind map about design and technology (include all you have learn this year).
2. Create a poster about levers.
3. Create a poster about cams.
4. Research about automaton toys.
5. Compose a letter to Mrs Davis convincing her to give you £1000 to produce a unique product for a disabled person. Why should she pay you? Why is it special?
6. Research Design and Technology 'Thinking' and 'Manufacturing' skills. Write a paragraph explaining why you think it is essential to have those skills.
7. Create a pop up card.

I can write and simplify ratio

I can simplify ratios:

- 3:9
4:10
6:18
16:64:96

I can write ratios: the ratio of orange to blue counters is.....



What fraction are blue?
What fraction are orange?

Write 3 equivalent ratios to the diagram

Sharing is caring

I can divide into a ratio

Divide £33 in the ratio 1:2

Divide £180 in the ratio 5:1

Share 70 sweets in the ratio 2:3

Huda and Tyra split their pocket money into the ratio 5:3. They have £32. How much do they both get?

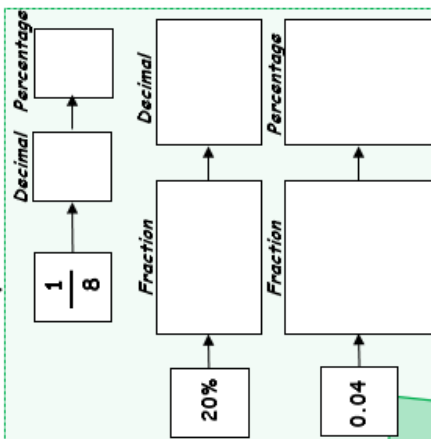
Create a question that uses 3 and 19 in.

Problem solving

The ratio of merits between Scholarship D and Inclusion A is 15:13. If Inclusion A have 806 merits in total, how many do Scholarship D have?

In 88 there are 7 boys. The ratio of boys to girls is 1:3. How many girls are there?

Equivalent FDP



I can go the distance...

Luca takes part in a sponsored walk. He walks 18km in $4\frac{1}{2}$ hours. What is his average speed?



Miss Sale cycles 8 miles to school in 30 minutes. How fast does she cycle?



How long would it take Shianne to run around a 500m track if she runs at 30metres/minute?

Going backwards...

It costs Taylor Swift £276 an hour to rent a recording studio. (which is up 15% from last year). How much did it cost last year?

Miss Cairns' salary increased 20% to £582 a month after the excellent post-assessment scores of Year 8? What was her salary before?

The iPhone 6c has depreciated by 30% in value to £210. What was its original value?

Create your own Genius Question and model answer for the wall.

Increasing and decreasing!

a Increase £70 by 10%

b Increase £28 by 20%

c Decrease £210 by 45%

d Decrease £123 by 5.6%

a Would you rather have 10% of £5 or 75% of 85p?

b Would you rather sit in a traffic jam for 33% of 2 hours or 44% of 1hr 40mins

a I bought a TV for £150 and it has gone up in value 12%. How much is it now worth?

b My TV increased in value 12% the next year too. How much was it worth after 2 years?

Create a % increase and decrease question that has the same answer as c

Top Trumps



Miss Stockdale

STRENGTH: $\frac{5}{6}$

SPEED: 72%

AGILITY: $\frac{4}{5}$

I.Q: $\frac{4}{9}$

RESILIENCE: $\frac{5}{8}$



Mr Holmes

STRENGTH: 0.8

SPEED: $\frac{14}{20}$

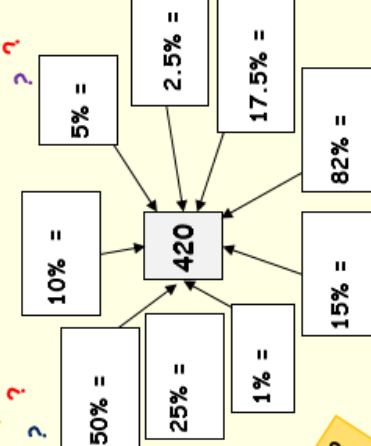
AGILITY: $\frac{5}{7}$

I.Q: $\frac{3}{7}$

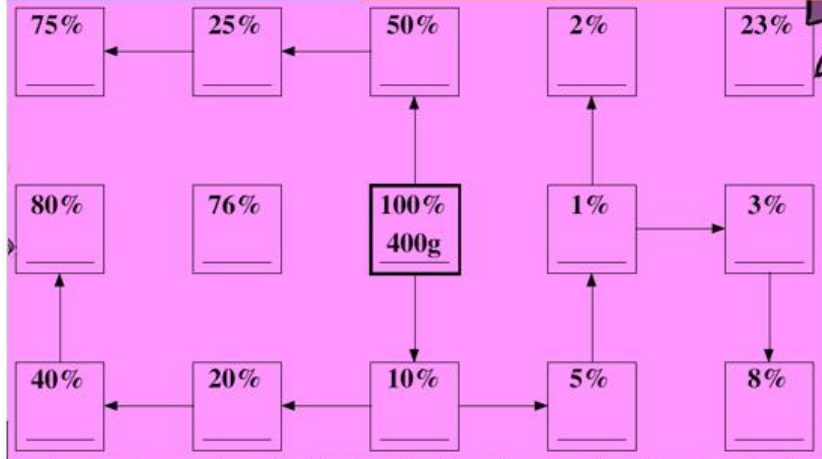
RESILIENCE: 60%

Which teacher would win in each category?

Fill the Blanks



1	Percentage	Fraction	Decimal
2	50%		
3	75%		
4	12.5%		
5	20%		
6	33.3		
7	66.6		
8	10%		
9	20%		
10	30%		
11	40%		
12	50%		
13	60%		
14	70%		
15	80%		
16	90%		
17	100%		



Question 1: Work out the following

- (a) 10% of 70m (b) 25% of 16 seconds (c) 10% of 400kg (d) 50% of 26g
 (e) 75% of 40ml (f) 1% of £300 (g) 25% of 36 days (h) 50% of 9 days
 (i) 75% of 24p (j) 25% of £18 (k) 1% of \$6300 (l) 10% of £7
 (m) 1% of 60m (n) 75% of 8 miles (o) 1% of 80kg (p) 50% of 1.6km

Question 2: Work out the following

- (a) 20% of 30km (b) 5% of £60 (c) 2% of 600m (d) 30% of 70p
 (e) 3% of \$9000 (f) 40% of 75 seconds (g) 15% of 90 hours (h) 5% of 14kg
 (i) 60% of 30km (j) 30% of £40 (k) 70% of 900cm (l) 20% of 13cm
 (m) 11% of 420m (n) 26% of 4000m (o) 55% of £8 (p) 15% of 340kg

1. Find a common denominator for these fractions BEFORE you order them (smallest to biggest). Do not use a calculator.

- a $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, \frac{7}{8}$ b $\frac{1}{3}, \frac{1}{2}, \frac{4}{6}, \frac{1}{6}$
 c $\frac{3}{5}, \frac{1}{10}, \frac{7}{10}, \frac{1}{2}$ d $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{12}$
 e $\frac{4}{5}, \frac{11}{20}, \frac{9}{10}, \frac{3}{4}$ f $\frac{2}{3}, \frac{3}{5}, \frac{13}{15}, \frac{2}{5}$
 g $\frac{5}{9}, \frac{5}{6}, \frac{17}{18}, \frac{1}{2}$ h $\frac{7}{12}, \frac{1}{2}, \frac{5}{8}, \frac{13}{24}$

1. (a) Increase £100 by 20%. (b) Increase £400 by 30%.
 (c) Increase £80 by 25%. (d) Increase £50 by 6%.
 (e) Increase 40 kg by 3%. (f) Increase 250 m by 7%.
 2. (a) Decrease £60 by 30%. (b) Decrease 8 m by 5%.
 (c) Decrease 80 kg by 10%. (d) Decrease £44 by 20%.
 (e) Decrease 90 m by 2%. (f) Decrease 420 kg by 25%.

3. A company increases the cost of all its products by 5%. Calculate the new price of each of the items listed below:

- (a) a tent that previously cost £60.
 (b) a rucksack that previously cost £15,
 (c) a sleeping bag that previously cost £24.

4. Joe was paid £30 per week for delivering papers. He was given a 3% pay rise. How much will he now earn each week?

5. A small firm employs 4 staff. They are all given a 4% pay rise. The original salaries are as follows:

John Smith	£24 000
Alice Holland	£22 500
Graham Hall	£14 000
Emma Graham	£8500

Calculate the new salary for each member of staff.

Food Technology

Students are expected to complete at least **two** pieces of work from the list below **as well as the** 'Look, Cover, Write, Check' Theory exercise page, to be completed in your green books. This work is set by the teachers in the Food Technology department to support class work and build students' knowledge and experience. Work can be completed on any sort of paper. Use of colour and drawings will enhance posters/leaflets.

- Create an informative leaflet on 'Healthy Eating'. Include illustration and text highlighting the effects of eating well and listing what foods are good for you
- Using the internet or asking friends/family, find out about 'Dietary Requirements' and create a daily meal-plan for a person with these requirements. Include your reasons for choosing these foods.
- Identify three special diets (e.g. vegetarian, coeliac, diabetic) that people may follow and explain why, with examples of foods that can and cannot be eaten in these diets. Present this information as a poster.
- List **ingredients** beginning with every letter of the alphabet
- Design a menu for your own restaurant Include a 'Starter', 'Main' and 'Dessert'. Price the dishes and come up with a name and logo for your restaurant. See an example below



Civics

RE: 6 Major World Faiths Celebrations <i>(Civics RE research task part a-peer mark then place in best work folder)</i>					
Buddhists	Christians	Hindus	Jews	Muslims	Sikhs
April or May	25th December	Oct. or November	September	Dates vary	14th April
Wesak	Christmas	Diwali	Rosh Hashanah	Eid-ul Fitr	Vaisakhi

6 Major World Faiths Years 7 & 8 <i>(Civics RE research task part a-peer mark then place in best work folder)</i>						
	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism
Founding figure/s						
Holy books/scriptures						
Places of origin						
Main religious symbol/s <i>(Draw & name)</i>						
Key festival/s <i>(Name & explain main events)</i>						
Place of worship <i>(name & give example)</i>						
Faith leader/s <i>(leaders in worship & overall leader/s)</i>						
Key/typical features in place of worship <i>(Give 4-5)</i>	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,
Famous contemporary follower/s of this particular faith						

Physical Education

Physical Education

Research a sport you have covered so far this year within your PE lessons.



You must find out the following information related to the sport of your choice..

Professional leagues available to men and women.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

National Teams both men and women.

Pay for top level athlete male and female within your sport.

Media outlets that televise or broadcast.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Pathway which young athletes have to follow to get to the national team

Sport Diary

Task 1

On the day/days you have PE, you must complete the following;

- At least 30 minutes of exercise (including warm up and cool down)
- This can include your own circuit or the circuits listed below
 - <https://www.youtube.com/watch?v=J7cpGxqspRU>
 - <https://www.youtube.com/watch?v=5nZ2iBGvFhE>
- If you have any additional sports equipment in your house such as; trampolines or table tennis table please use this for your warm up or part of your session.

Task 2

Note down the day, time and how long your sport is broadcasted for on TV or online (If no live sporting events are being broadcasted please use different sources such as; YouTube, amazon prime and IPlayer)

Date	Duration	Activity	Media Outlet

YEAR 8 – Drama

Link the boxes together

Inflection

Proxemics

Body Language

Pitch

Levels

The movement of the body to represent the attitude or emotion of the character.

Stress on a word or phrase

How close the actor is to the floor.

The distance between actors

How high or low the voice.

1. What is the name of the vocal skill that you would use to show an emotion?
2. How do you identify a stage direction in a script?
3. When you perform, which performance technique do you use to start and end a performance with?
4. Name three ways you can build dramatic tension in a performance.
5. Name three skills you would use to show an audience that your character is excited.

Literacy Focus – Year 8 - A Brief History of the British Empire

Colonisation & the Early Slave Trade

Exercise 1: Read the following text then complete the activities that follow:

The First Empire – From Queen Elizabeth I to Queen Victoria

During the English Renaissance (1509-1603) the world changed considerably. New methods of navigation, the compass and a new worldview opened up the seas for European countries. Explorations and discoveries led to opportunities never available before and England, with King Henry VIII (1509-1547) and his daughter Elizabeth I (1558-1603) on the throne, began to take advantage of trade, both for commercial and political reasons. Henry made himself King of Ireland in 1541 and imported products like wine and cheese from France, and Elizabeth sent an expedition to Virginia (named after Elizabeth who was called the Virgin Queen) in America in 1584. The Colony of Virginia was established in 1607 and the general notion in the 17th century was that trade would be far more productive and commercially profitable if colonies were founded.



The American War of Independence and New Colonies

The thirteen American colonies formed the core of Britain's first empire. But when the colonies gained independence from Britain after the American War of Independence in 1776, Britain had to look elsewhere for replacement territories. During the 17th and 18th centuries Australia and New Zealand gradually came under British control, while Canada remained loyal to the British crown despite American independence.

Industrial Development and Trade in Goods and People

Trade and foreign contacts brought changes to Britain as well. In the late 18th century, the textile industry of Lancashire propelled British industrialisation forward and paved the way for the Industrial Revolution. Industries, some based on foreign products traded around the world, emerged in British cities, and vast numbers of Britons moved into towns to seek work in the newly established factories.

Towards the end of the 18th century, the Triangular Trade evolved between Britain, the West Coast of Africa and the Caribbean/America. Slaves were an important part in this trade. They were captured, kidnapped and bought in West Africa to be brought across the Atlantic Ocean to work in the plantation sector. Plantations produced cotton, sugar and tobacco and the products were sent back to Britain for refinement and further sale.

The Triangular Trade turned out to be hugely profitable for British traders and industrialists, and the accumulated capital was redistributed into new factories and businesses at home. Into the 19th century, the British home market demanded more and more goods to continue its growth and it became necessary for Britain to take territorial control in order to discourage interest from other nations.

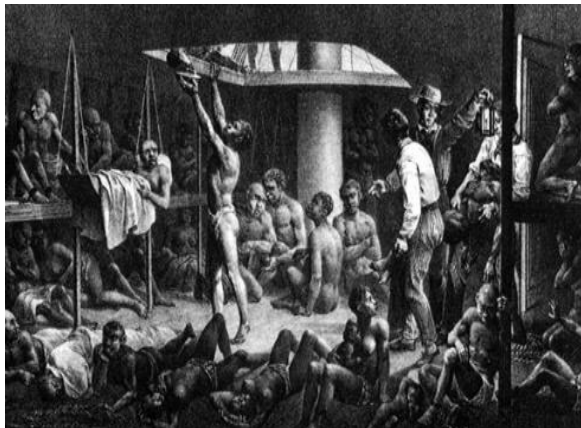


The Second Empire - From Queen and Empress Victoria to Queen Elizabeth II

There were ideas in the 19th century that supported bringing the English language and British civilisation to every corner of the world. In 1851 Britain decided to celebrate itself in the Great Exhibition, an exhibition that displayed the nation's achievements and prosperity. It turned out to be a manifestation of success and progress and it took place inside a huge iron and glass construction called Crystal Palace in London's Hyde Park. It showed the world that Britain truly was "the workshop of the world" and that its expansionist nature was highly "beneficial".

In the sense that the thirteen American colonies were central for the first Empire, it is no exaggeration to claim that India was "the jewel in the crown" in the second. The East India Company had been set up already in 1600, under

Queen Elizabeth I, showing the long and successful trading history with India and the Far East. With the East India Company firmly established on the Indian subcontinent, India became the centre of trade in the area, and Britain had trading posts in China, Ceylon and on the sea route to India, especially along the African coast. In the mid-19th century tension in India increased, and in 1857 Indian soldiers organised a mutiny. In fear of losing markets and commercial interests, Britain decided to take full control of the vast country by setting up an Indian administration on behalf of the British government. The British Indian administration was called “The Raj” and Queen Victoria (1836-1901) became the “Empress of India” in 1876.



The Scramble for Africa

During the Scramble for Africa, launched in the wake of the Berlin Conference in 1884/5, Britain along with the other European nations determined to take what they saw as the civilised approach to the colonisation of Africa. In Berlin, the present European heads of state carved up Africa and divided the continent between them, without any Africans being present. Under the slogan “Cape to Cairo”, Britain expanded their possessions in Africa and aimed at constructing a railway line from Cairo in Egypt in the north to the Cape Province in the south. At the same time, the French sought to safeguard trade along the east-west axis, causing the two most powerful European colonial nations to meet head-on. And they did in Fashoda, in the Sudan, in 1898.

The territorial disputes nearly ended in warfare, but were eventually solved diplomatically to Britain’s benefit. Britain did, however, shelve its ambition of a north-south railway as too many political, geographical and economic obstacles proved the project too ambitious.

The Aftermath of World War I - Colonies with a New Status

In the peace negotiations after World War I in Versailles 1919, Germany was forced to surrender the country’s foreign territories to the allied forces. Britain, being one of them, gained colonies in Africa and these additions made the British Empire reach its peak in the early 1920s. However, the Empire soon begun to disintegrate as the colonies with dominion status, Australia, Canada and New Zealand, had become independent in the first decades of the century. In 1931 The Commonwealth of Nations was founded by Britain, Australia, Canada, South Africa and Newfoundland to secure friendly, diplomatic and trade relations between the former colonies and the mother country.

World War II - East vs. West

But it was World War II that changed the world order profoundly. The emergence of the two new superpowers, the United States and the Soviet Union, changed the world’s power balance. In the tension that arose between the east and the west, the USA urged the colonial powers of the west, and particularly allied Britain, to get rid of their empire. The presumed anti-imperialist stance created a new climate in the late 1940s and having colonies around the world did not fit the political agenda anymore. All of a sudden, Britain looked like a country of the past while America represented the future. Britain was in the post-war period reduced to a medium-sized west European country, both in terms of influence and power.

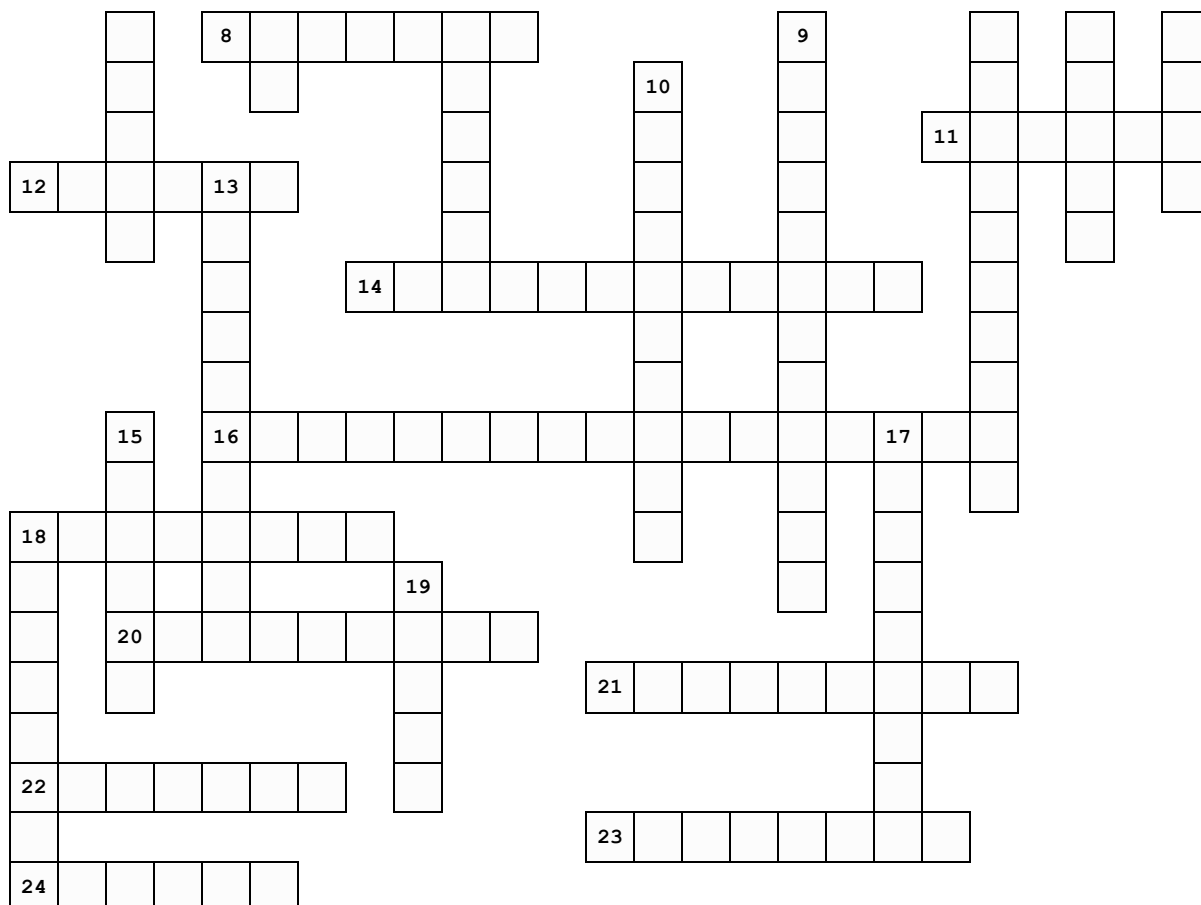


The Commonwealth of Nations

It took centuries to build up the British Empire, even though the second empire came about rapidly from the late 19th to the mid-20th century. After World War II, decolonisation also occurred swiftly, but the Commonwealth helped maintain the ties with the former colonies. Today, the Commonwealth consists of 54 member countries, all former colonies with the exception of Rwanda and Mozambique.

a) Complete the crossword below using words from the text:

	1		2								3		4	5
6			7											



Down

1. The British Empire reached its _____ in the early 1920s.
3. With the East India Company firmly established on the Indian____, India became the centre of trade in the area.
4. The Great Exhibition was hosted in a grand glass construction called _____ Palace in London's Hyde Park.
5. In the mid-19th century tension in India increased, and in 1857 Indian soldiers organised a_____.
6. The thirteen American colonies formed the core of Britain's first_____.
7. Henry made himself King of _____ in 1541 and imported products like wine and cheese from France.
9. In 1931 The _____ of Nations was founded by Britain, Australia, Canada, South Africa and Newfoundland.
10. The _____ Trade evolved between Britain, the West Coast of Africa and the Caribbean/America.
13. In 1851 Britain decided to celebrate itself in the Great_____.
15. In 1884/5, Britain and other European nations determined to take a "civilised" approach to the colonisation of_____.

Across

2. The emergence of the two new_____, the United States and the Soviet Union, changed the world's power balance.
8. The territorial disputes between Britain and France nearly ended in_____, but were eventually solved diplomatically.
11. Plantations produced_____, sugar and tobacco and the products were sent back to Britain for refinement.
12. In the peace negotiations after WWI, Germany was forced to surrender its foreign territories to the allied_____.
14. After the American War of _____ in 1776, Britain had to look elsewhere for replacement territories.
16. In the late 18th century, the textile industry of Lancashire propelled British _____.
18. Queen Elizabeth sent an expedition to _____ in America in 1584.
20. In Berlin, EU heads carved up Africa and divided the _____ between them, without any Africans being present!
21. The East India Company had been set up already in 1600, under Queen _____I.
22. Under the slogan "Cape to Cairo", Britain aimed at constructing a _____ line from Cairo to the Cape Province.

17. Britain was in the post WWII war period reduced to a medium-sized EU country, both in terms of ____ and power.

18. In 1876 Queen _____ became the “Empress of India” after Britain decided to take full control of the vast country.

19. India was “the _____ in the crown” in the second British Empire.

23. In the 17th century there formed the notion that trade would be far more profitable if ____ were founded.

24. In the late 1940s, having colonies around the world did not fit Britain’s political ____ anymore.

b) Mark the following statements as True or False according to the text:

True False

1. In 1541, Henry made himself King of Ireland and imported products from France.		
2. The general notion in the 17th century was that colonisation was deplorable.		
3. The thirteen American colonies formed the core of Britain’s first empire.		
4. During the 17th and 18th centuries Germany and Portugal gradually came under British control.		
5. In the late 18th century, the textile industry propelled British industrialisation forward.		
6. Slaves were an important part in this trade of the Triangular Trade.		
7. The Triangular Trade turned out to be a huge expense for British traders and industrialists.		
8. In 1851 Britain decided to celebrate itself in the Great Exhibition.		
9. In 1876, Queen Victoria (1836-1901) became the “Empress of India”.		
10. The Scramble for Africa was launched in the wake of the Berlin Conference in 1884/5.		
11. The Cape to Cairo railway was completed in 1902.		
12. Germany surrendered the country’s foreign territories to the allied forces after WWI.		
13. The British Empire reached its peak in the early 1960s.		
14. In 1931 The Commonwealth of Nations was founded.		
15. World War II changed the world order profoundly.		
16. Decolonisation was a very slow and painstaking process that began after World War II.		

c) Read the text again and answer the questions below:

1. Who was the state of Virginia named after?

2. What was the prevalent notion when it came to trade in the 17th century?

3. What happened in 1776?

4. Which industry is thought to have paved the way for Britain’s Industrial Revolution?

5. What did the plantation sector produce during the 18th century?

6. What did Britain do to celebrate itself in 1851?

7. What did EU heads do during the Berlin Conference in 1884/5?

8. What was Germany forced to do with its colonies after WWI?

Exercise 2:

Write a detailed description (minimum 1 side of A4) as suggested by the painting below.



In addition: Please complete at least 2 lessons on Bedrock per week and ensure you read for at least 25 minutes every day.