

Video summary	Before watching	While watching
<p>Chioma is in Johannesburg, South Africa.</p> <p>Africa is a continent of vast mineral wealth with diamonds, uranium and cobalt all mined there alongside many other precious metals and mineral deposits.</p> <p>While the mining of cobalt has more recently been in demand for mobile phones and batteries, mining of other metals - such as gold - goes back much further, to the 12th Century.</p> <p>From the 1500s, Africa was exploited not only for its mineral wealth, but people were also traded as a resource and the inhumane and brutal Transatlantic Slave Trade began. It devastated many African kingdoms and eventually led to the colonisation of Africa by European nations, particularly following the Berlin Conference of 1884-1885.</p> <p>The economies of many African countries are still deeply affected by events in the past. But things are changing: the economies of African countries such as South Africa, Egypt and Algeria are thriving. Countries such as South Sudan, Libya and Niger are also in the top ten fastest growing economies in the world.</p>	<p>Ask students to put their hands up if they own a mobile phone. Take suggestions as to why you are asking about this.</p> <p>Ask students what natural resources they can think of and where they originate from. Write down the suggestions that students give.</p> <p>Discuss with students what issues there might be with extracting natural resources from the ground. Categorise these into social, economic and environmental impacts. Link this to the exploitation of natural resources.</p> <p>Introduce key terms such as:</p> <p>Colonisation: the action of settling among and establishing control over the indigenous people of an area or country.</p> <p>Apartheid: a system of racial segregation in South Africa that separated people by race and ethnicity.</p> <p>Multinational company: a company that operates in a number of countries around the world.</p> <p>Exploitation: making use and benefiting from resources, often unfairly for your own advantage.</p> <p>Infrastructure: the facilities, systems and services needed to serve a country or city such as roads, power supplies and sewage systems.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding, or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> • What types of resources have been mined from African countries? • What is cobalt needed for? • Why has cobalt become increasingly important? • What began to happen in the 1500s? • What is colonisation? • What impact did colonisation have on Africa? • How was Johannesburg founded? • What was Apartheid? • Why are African economies growing rapidly?
After watching		
<p>Discuss with students the impacts of colonisation on the natural resource industry - for example, why are multinational companies often the owners of mines instead of African companies?</p>		

After watching (continued)

Why has cobalt become so important? Look at a map of cobalt mines. The world's largest cobalt mines are located in the Democratic Republic of the Congo (DRC) and these include the Tenke Fungurume Mine and the Mashamba East Mine. What impact does cobalt mining have on society and the environment? Poor working conditions have been reported, with many workers risking their lives daily as they descend into deep mining tunnels. Tunnel collapses have occurred, trapping people inside. Many of the mine workers feel that they have no other way to make an income. Discuss with students why more cobalt mines have been established and how this is linked to mobile technology and batteries. Is it fair that our appetite for new technology means that many people work in dangerous conditions for little pay?

Research the top 10 fastest growing economies in 2024, many of which are in Africa. The BRICS organisation includes Egypt, South Africa and Ethiopia. What does this growth suggest about the economies of African countries?

Curriculum notes	Where next?	Links
<p>This clip will be relevant for teaching Geography at KS3 in England and Northern Ireland, 3rd/4th Level in Scotland and Progression Step 4 in Wales.</p> <p>In the English National Curriculum this video can be used to help teach the following:</p> <ul style="list-style-type: none"> • <i>Using maps of the world to focus on Africa, focusing on the environmental regions, hot deserts, key physical features, countries and major cities.</i> • <i>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.</i> • <i>Human geography related to population and urbanisation.</i> • <i>Human geography related to economic activity and the use of natural resources.</i> 	<p>Undertake further research on the Democratic Republic of the Congo and the mineral wealth found there. It includes major deposits of diamonds, gold, copper, cobalt, tin, tantalum and lithium.</p> <p>Look back further in time. During the 'Scramble for Africa' King Leopold II of Belgium established the Congo Free State as his own personal possession. During this time natural resources - such as ivory and rubber - were exploited and King Leopold II used brutal forced labour to extract those resources.</p> <p>Around half of the Congolese population died from punishment and malnutrition, with many more suffering from disease. Amputation of hands and feet were used as a punishment if workers were suspected of stealing, or if they did not meet quotas for extraction.</p> <p>The country gained independence from Belgium in 1960, and it became the Democratic Republic of the Congo in 1965. In 1971 it was renamed as the Republic of Zaire and returned to being named the DRC in 1997.</p>	<p>The land as a resource: https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/zq7jqfr</p> <p>Types of industry: https://www.bbc.co.uk/bitesize/topics/zvwt5bk/articles/zx6mxbk</p> <p>Globalisation: https://www.bbc.co.uk/bitesize/topics/zvwt5bk/articles/z2frg7h</p> <p>'The Scramble for Africa' (History page): https://www.bbc.co.uk/bitesize/articles/zrfjq-fr#zqssf82</p>