



1 – Fibers

natural fiber: from plants/animals

Examples: cotton, wool, silk

synthetic fiber: man-made

Examples: polyester, nylon, acrylic

- Textile fibers, whether natural or synthetic, are materials that can be spun into yarn and then woven, knitted, or bonded to create fabric.

2 – How are Textiles Made?

fabric: woven cloth

fibre: tiny strands

textiles: soft materials used to make things like clothes and cushions.

yarn: twisted thread

3 – Embroidery

1. **Prepare the Thread:** Cut a piece of thread about as long as your arm. Trim the end to make it smooth.
2. **Thread the Needle:** Hold the needle steady. Push the trimmed end of the thread through the needle's eye until a small part comes out the other side.
3. **Tie a Knot:** Hold both ends of the thread together. Wrap them around your finger to make a loop. Roll the loop between your fingers 2 to 3 times, then pull the thread tightly to form a knot at the end

4 – Fibers

biodegradable: something that can break down naturally and disappear into the soil, like food, paper, or cotton

non-renewable: something we use that can't be easily replaced, like fabrics made from oil



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1 - Devising

scripted performance: a play that is written by a playwright

devised performance: a play created by a group using their imagination

imagination: the way you use your mind to create something

stimulus: something used to develop ideas from

2 – Key Words

improvisation: creating a performance on the spot

collaboration: working together to create something

masking: not blocking what the audience can see

blocking: marking out the movements of the actors on stage

proxemics: the space between actors on stage

- This can show the audience the emotion of the scene.

groupings: the proximity of actors on stage to create a realistic scene

3 – Performance Skills

- Vocal skills used by actors include:

pitch: how high or low the voice is

tone: it shows the emotion in the actor's voice

pace: how fast or slow the actor is speaking

volume: how loud the actor says the lines

phrasing: how an actor puts the lines together to express the meaning

pause: it can be used for dramatic effect or to give the audience time to think about what they have just seen

emphasis: when a word is stressed to give it more meaning

4 – Performance Skills

Physical skills used by actors include:

body language: when an actor uses their body to show how the character feels and what their personality is like

facial expressions: used to show what and how the character is feeling

gesture: this is a purposeful movement to convey something to the audience



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3 – Performance Skills

- Vocal skills used by actors include:
 - pitch:** how high or low the voice is
 - pace:** how fast or slow the actor is speaking
 - volume:** how loud the actor says the lines
 - pause:** a moment of silence that can be used to create tension
 - emphasis:** when a word is stressed to give it more meaning

4 – Performance Skills

Physical skills used by actors include:

body Language: when an actor uses their body to show how the character feels and what their personality is like



1 – Language and Form (how a writer presents dystopia)

symbolism: when an object, character, or setting represents a bigger idea

- In dystopian texts, symbols often represent control, fear, and power. For example, cameras symbolise surveillance and loss of privacy.

allegory: a story where characters and events represent larger ideas about life, politics, or society

- Dystopian texts are often allegorical because they reflect real-world issues such as inequality and government control.

tone: the overall feeling created by the writer

- Dystopian texts often have a tense, fearful, or oppressive tone to reflect danger and control.

2 – Structure (How dystopian texts are organised)

exposition: introduces the setting and characters

- The society may appear perfect, but control and rules are revealed.

rising action: the protagonist begins to question society

- Tension builds as problems become clearer.

climax: the turning point of the story

- This is often a moment of rebellion or discovery.

falling action: shows the consequences of challenging authority

resolution: the ending shows whether society changes or stays controlled

3 – Narrative (characters and ideas in dystopia)

protagonist: the main character or hero of a story

- In dystopia, they are often ordinary but begin to question or resist society.

antagonist: a character or force that opposes the protagonist

- This is often a government or controlling system.

setting: the time and place where a story happens

- Dystopian settings are often futuristic, controlled, or damaged environments

theme: the main idea or message in a story

- Common dystopian themes include power, oppression, fear, and rebellion.

4 – Key Vocabulary

dystopia: imagined society that is frightening or unpleasant, often controlled by a harsh government

utopia: an ideal or perfect society where everything is good

totalitarian: a type of government that has complete control over people's lives

surveillance: watching or monitoring people, often by the government or authorities

oppression: when people are treated unfairly or cruelly by those in power



1 – Language and Form (how a writer presents dystopia)

symbolism: when an object, character, or setting shows a bigger idea

- For example, cameras show people are always being watched (control)

allegory: a story where characters and events show bigger ideas about society or life

- Dystopia often shows ideas about power and control.

tone: the feeling created by the writer

- The feelings are often tense, fearful, controlled to show danger.

2 – Structure (How dystopian texts are organised)

exposition: the world is introduced (may seem perfect but is controlled)

rising action: problems begin, the character questions the society

climax: turning point (rebellion or discovering the truth)

falling action: what happens after (consequences of actions)

resolution: ending (society changes or stays controlled)

3 – Narrative (characters and ideas in dystopia)

protagonist: the main character who begins to question society

antagonist: the character or system against them (often the government)

setting: where and when the story happens (often controlled or unsafe)

theme: the main idea (power, control, fear, rebellion)

4 – Key Vocabulary

dystopia: an imagined society that is frightening or controlled

utopia: a perfect society

totalitarian: a government with complete control

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1 – Holidays

Vocabulary: **à la campagne:** in the countryside, **à la montagne:** in the mountains, **au bord de la mer:** at the seaside, **à l'étranger:** abroad
aller: to go (présent): **je vais:** I go, **tu vas:** you go, **il/elle va:** he/she goes, **nous allons:** we go, **vous allez:** you go (plural), **ils/elles vont:** they go.

Opinions: **j'aime aller... parce que...:** I like going... because...

Sentence examples: **Je vais à la montagne.** I go to the mountains.

J'aime aller au bord de la mer parce que c'est beau. I like going to the seaside because it is beautiful.

2 – Transport and Accommodation

Vocabulary: **je voyage en train:** I travel by train, **je voyage en avion:** I travel by plane, **je voyage en voiture:** I travel by car, **je reste dans un hôtel:** I stay in a hotel, **je reste dans un appartement:** I stay in an apartment, **je reste dans un camping:** I stay in a campsite.

Opinions: **je préfère:** I prefer, **c'est:** it is.

Adjectives: **confortable:** comfortable, **cher:** expensive, **bon marché:** cheap, **moderne:** modern.

Sentence example: **Je voyage en avion.** I travel by plane.

Je préfère le camping parce que c'est bon marché. I prefer camping because it is cheap.

3 – Activities

Vocabulary: **je nage:** I swim, **je me bronze:** I sunbathe, **je visite:** I visit, **je fais du vélo:** I go cycling.

Weather: **il fait beau:** the weather is nice, **il fait chaud:** it is hot, **il fait mauvais:** the weather is bad.

Connectives: **quand:** when, **puis:** then, **après:** after.

Sentence examples:

Je nage quand il fait chaud. I swim when it is hot.

Je visite des monuments puis je fais du vélo. – I visit monuments then I go cycling.

4 – Past and Future Tense

1) Passé composé (past tense): **je suis allé(e):** I went, **j'ai visité:** I visited, **j'ai mangé:** I ate, **j'ai joué:** I played, **c'était génial:** it was great, **c'était nul:** it was rubbish, **c'était amusant:** it was fun, **ce n'était pas intéressant:** it was not interesting.

Time markers: **l'été dernier:** last summer, **hier:** yesterday, **la semaine dernière:** last week.

2) Futur proche (future tense): **je vais aller:** I am going to go, **je vais voyager:** I am going to travel, **je vais visiter:** I am going to visit.

Time markers: **demain:** tomorrow, **l'année prochaine:** next year, **bientôt:** soon.



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1 – Migration

migration: when people move from one place to another to live

- This can be within a country or to a different country.
- Migration has happened throughout history for many reasons, including religion, work, and survival.
- People who move are called **migrants**.
- Britain has been shaped by different examples of migration over time.

Huguenots: the Huguenots were French Protestants

- They left France because they were persecuted for their religion and came to Britain seeking safety and work.

2 – Key Vocabulary

diversity: a mix of different cultures, backgrounds, and people living together

persecution: when people are treated badly because of their beliefs, religion, or identity

refugee: a person who is forced to leave their country because it is not safe

- A refugee might leave because of war or persecution.

famine: shortage of food that affects a large number of people over a period of time

- It can lead to widespread hunger and often death

3 - Key Dates

1685 – Huguenots lost their religious freedom and fled France.

1845–1852 – The Great Irish Famine where there was mass migration from Ireland to Britain.

1881–1914 – Jewish migration from Eastern Europe to Britain increases.

1933–1939 – Jewish refugees arrive in Britain escaping Nazi Germany.

1948 – Arrival of HMT Empire Windrush → Beginning of large-scale Caribbean migration to Britain.

1950s–1960s – Migration to Bradford for textile industry jobs.

4 – Examples of Migration

Migration to Bradford for Textiles (1950s–1960s)

- People from South Asia (India, Pakistan, Bangladesh) and the Caribbean moved to Britain.
- Many settled in Bradford to work in textile mills.
- This helped rebuild Britain's economy after World War II.

Jewish Migration to Britain (1881–1914)

- Jewish people left Eastern Europe, especially Russia, due to persecution.
- Many settled in cities like London (East End), Leeds, and Manchester.
- They built communities, synagogues and businesses.



1 – Migration

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2 – Key Words

migrant: a person who moves

diversity: different people living together

refugee: someone who leaves danger

Huguenots: French Protestants

famine: not enough food for people

3- Key Dates

1685 – Huguenots came to Britain because they lost religious freedom in France.

1845 – Irish migration to Britain.

1881 – Jewish migration to Britain.

1948 – The Windrush arrive. People from the Caribbean arrive to England.

1950s – Bradford textile migration. Bradford was a very important place in making textiles.

4 – Examples of Migration

- People from places like India moved to Britain in the 1900s.
- Irish people moved during the famine.
- Jewish people came to Britain to be safe.
- People moved to Bradford for mill jobs

1 – Key Vocabulary

game concept: the main idea for a game

target audience: the people the game is designed for

genre: the type of game (maze, puzzle, educational, shooter)

character design: planning the appearance and skills of characters

enemy: an object or character that creates challenge

level design: planning the layout and difficulty of stages

user interface (UI): menus, buttons and screens used by players

2 – Design Documents

mood board: a collection of images used to show ideas for a game

- It helps plan colours, theme and style.

mind map: used to organise ideas for a game

- It helps plan characters, levels and gameplay.

visualisation: a rough drawing of a design idea

- It shows the layout and key features before the final product is created.

3 – Game Characters

protagonist: the main character controlled by the player who completes tasks and overcomes challenges



enemies: characters or objects that challenge the player and make the game harder



4 – Computer Skills Used

digital research: finding ideas and information online

problem solving: finding and fixing issues in your game

creativity: producing ideas for characters, levels and story

audience awareness: designing the game for your target users

interface design: creating menus, buttons and screens

sequencing: putting steps and ideas in the correct order

evaluation: reviewing your game

1 – Key Vocabulary

game idea: what your game is about

characters: people in the game

enemy: tries to stop you

level: the place where you play in the game

2 – Design Documents

mood board: show your game ideas with pictures

mind map: write ideas about the game

drawing: show what your game will look like

3 – Game Characters

main character: who you play as they try to win



enemy: tries to stop you makes the game harder



4 – Computer Skills Used

- find ideas
- fix problems
- be creative
- make for others
- make levels
- put in order
- check your game

1 – Circles

π : a number! It is the number you get when you divide the Circumference of a circle by the Diameter

radius: the distance from the centre of the circle to any point on the circumference

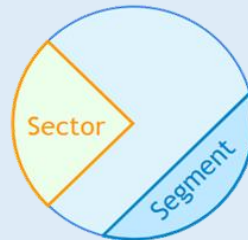
diameter: the distance from one point on the circumference to another passing through the centre of the circle

circumference: the distance around the edge of a circle (perimeter)

sector: a sector is made with a radius on two sides

segment: is the part of a circle cut off by a "chord"

chord: the line segment connecting two points on a circle's circumference is a chord



3 – Graphs and Charts Continued

frequency: how often something happens

discrete: data that can only take certain values

continuous: can take any value within a range

chart: a visual representation of the data (bar charts, pie charts, line graphs etc.)

pie chart: a special chart that uses "pie slices" to show proportion rather than frequency

- A Full Circle has 360 degrees.

2 – Graphs and Charts

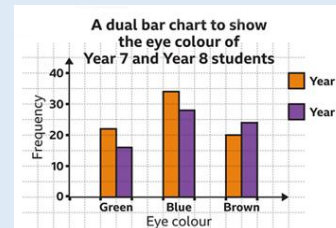
pictogram: uses pictures and must have a key

key: tells you what each picture represents, so the pictogram can be interpreted

bar chart/dual bar chart: used to represent numerical and non-numerical data using bars of equal width with equal gaps

interpret: read and understand the data

grouped data: data put into groups so summarise the data



4 – Sequences

sequence: a list of things (usually numbers) that are in order

term: each number in the sequence is called a term

term-to-term: how we get from one term to the next

position: where in the sequence the term lies

linear: sequence has a common difference (add or subtract the same amount each time)

difference: the result of subtracting one number from another

common difference: the difference between each number in a sequences

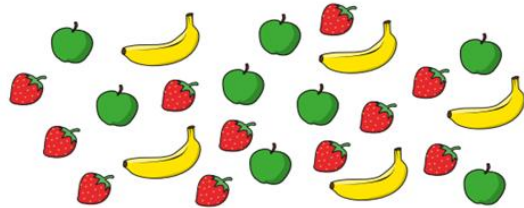


1 – Tally Chart

Tally



Complete the tally chart for the fruit.



Fruit	Tally	Total
apple		8
strawberry		11
banana		5

5s get drawn as a line across (gate)

2 – Table

Item	Total
pencil	30
rubber	15
ruler	21

- A table shows the frequency (amount)
- A table does not show the tally, just the number
- A table is a way to organise our data
- A table makes it easy for us to find information

3 – Pictograms

- Here is a pictogram showing the number of goals each person scored in a football match.
- Key: one football = one goal

Player	Goals scored
Ann	2 football icons
Jo	1 football icon
Mo	4 football icons
Ron	6 football icons

- A pictogram uses pictures instead of tallies or numbers
- A pictogram needs to have a key
- A pictogram helps us to compare

4 – Pictograms (2, 5 and 10)

The pictogram shows how far children run in a game.

Complete the sentences.

Key ● = 10 metres



Sam runs 40 metres.

Mo runs the furthest distance.

Ron runs the shortest distance.

Altogether they run 180 metres.

- The picture in a pictogram does not always represent 1; it can be any number.
- In this pictogram, each circle is 10 metres, so we count in 10s



African Music

improvisation: making music up on the spot

- Music is improvised and not written down.
- Performances usually have call and response, polyrhythms, solos.

Rhythm and Melody

polyrhythms: more than one rhythm played at the same time

a cappella is unaccompanied singing

ostinati: repeated patterns

- The master drummer keeps time.
- The melodies are made of 4-7 notes and are short and simple.
- Lots of repetition and improvisation.

Instruments

- Djembe, mbira, flute, maracas, talking drums.
- Traditional, handmade drums are popular.

Tempo and Dynamics

tempo: usually fast and established by the master drummer

dynamics: alterations in the volume of a piece of music

- Loud (forte) or very loud (fortissimo) for outdoor gatherings and celebrations.
- Singing is loud.



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1 – Athletics

- Athletics is split into two areas: track and field.
- **track events:** running events and include sprints, hurdles, middle- distance and long-distance events
- **field events:** throwing and jumping events

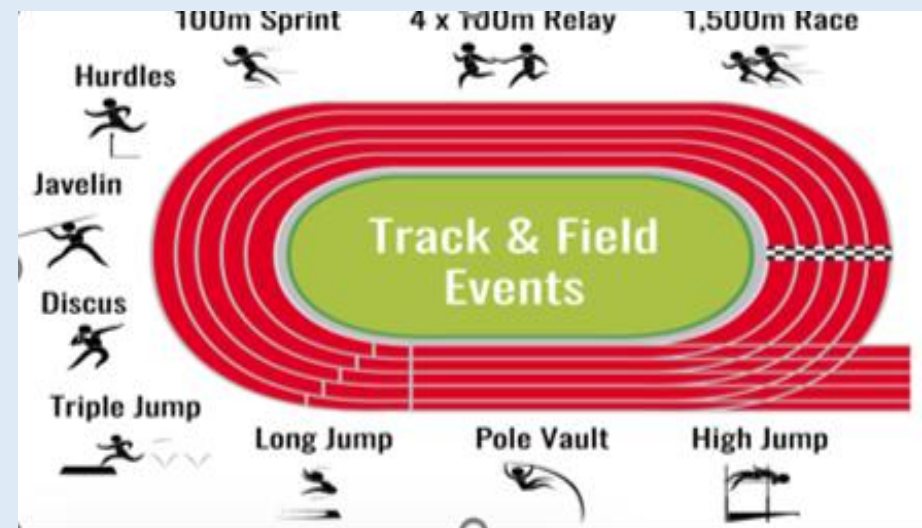
2 – Track Events

- 100m and 200m sprint
- 800m and 1500m middle distance
- 3000m long distance
- 4x100m relay

3 – Field Events

- long jump, high jump, triple jump
- shot put, javelin, discus, hammer
- pole vault

4 – Athletics Track



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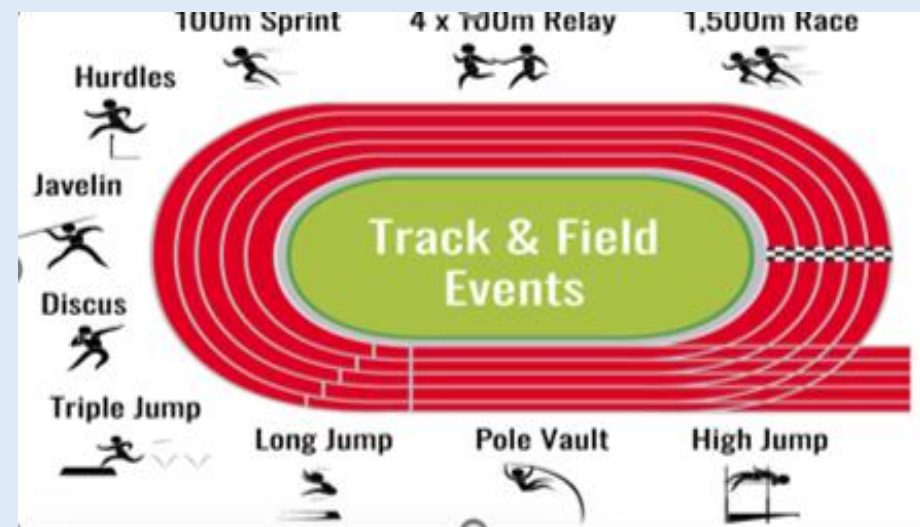
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4 – Athletics Track





1 – The Humanity and Divinity of Jesus

humanity: having human characteristics

divinity: having God's characteristics

- Jesus was born in a stable – a simple, ordinary birth.
- He felt human emotions (joy, fear, anger).
- He felt pain and died on the cross.
- His mother was a virgin so his birth was a miracle.
- At his baptism, a voice from heaven said 'this is my Son'.
- He could perform miracles such as healing the sick.
- He rose from the dead on the third day.

2 – The Crucifixion

crucifixion : death on a cross. A form of the death penalty.

- On Maundy Thursday Jesus had the last supper with his disciples.
- He predicted that Judas would betray him and Peter would deny knowing him.
- He was arrested in the garden of Gethsemane while he was praying.
- Jesus was flogged and made to wear a crown of thorns.
- Jesus was stripped and nailed to the cross at 9:00 AM. A sign above his head said 'King of the Jews'.
- He died at 3:00 PM. The ground shook and the sky turned black.

3 – Resurrection and Ascension

resurrection: being raised from the dead

ascension: going back up to God in heaven

- Jesus died on a Friday. It was Shabbat (Jewish day of rest) so he was put in a tomb to keep the body safe until he could be buried.
- On Sunday, when the women went to the tomb to prepare Jesus' body for burial, it had gone. An angel was stood at the entrance to the tomb and told the women Jesus was risen.
- For 40 days Jesus appeared to people and performed miracles.
- After 40 days he ascended (went up) to heaven.

4 – Islamic Beliefs About Jesus (Isa)

- Muslims believe in one God that cannot be divided and has no partners/son/parents.
- Muslims do not believe that Jesus (Isa) was the Son of God.
- They believe he was a prophet sent by God to put people on the correct path.
- Muslim beliefs about Jesus' birth are similar to Christian beliefs.
- They believe Jesus was born to a virgin and an angel appeared to her to tell her the miracle was God's plan.
- Muslims believe a crucifixion did happen, but that Jesus was not killed.
- They believe God took him to heaven.



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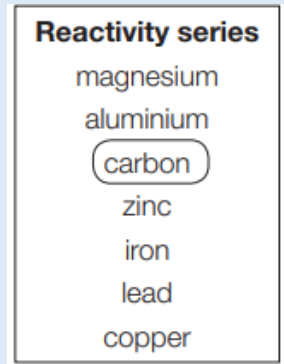


1 – Extracting Metals

2 – Climate Change and Sustainability

minerals: naturally-occurring metals and their compounds
ore: a naturally occurring rock which contains minerals that can be extracted

- If a metal is below carbon in the reactivity series, it can be extracted by heating with carbon, this is called displacement
- If a metal is above carbon in the reactivity series, it can be extracted using electricity, this is called electrolysis



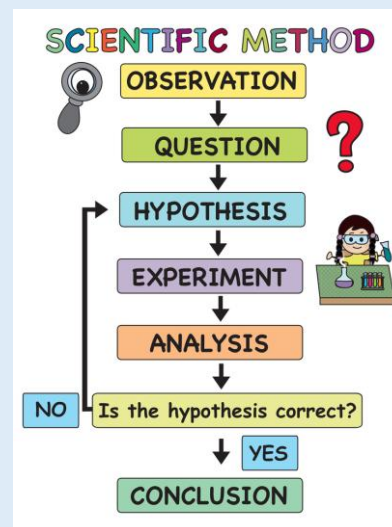
climate change: long-term changes to weather patterns
sustainability: to not use up too many resources, so there are plenty left for future generations



3 – Variables and Scientific Method

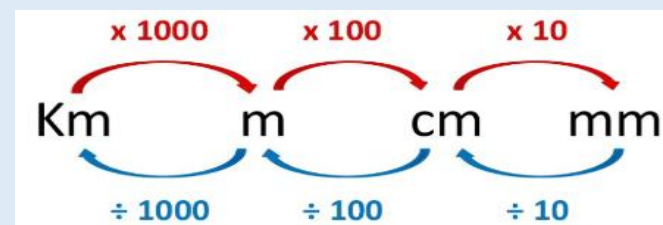
4 – Mathematical Skills

independent variable: what we change in an investigation
dependent variable: what we measure/observe as the results of an investigation
control variable(s): what we keep the same throughout the experiment, so results are reliable



We use the MENAU approach to calculations in science:

- ME:** write the mathematical equation
N: substitute in your numbers (and rearrange if needed)
A: calculate your answer
U: include the correct unit



Converting units in science

1 – Extracting metals

minerals: naturally-occurring metals and their compounds

ore: a naturally occurring rock which contains minerals that can be extracted

Reactivity series

magnesium

aluminium

carbon

zinc

iron

lead

copper

We can extract metals using 2 processes:

- **displacement**
- **electrolysis**

2 – Title

climate change: long-term changes to weather patterns



3 – Variables

independent variable: what we change in an investigation

dependent variable: what we measure/observe as the results of an investigation

control variable(s): what we keep the same throughout the experiment, so results are reliable

4 – Calculations

We use the MENAU approach to calculations in science:

ME: write the mathematical equation

N: Substitute in your numbers (and rearrange if needed)

A: calculate your answer

U: include the correct unit



1 – Lugares y verb ir – to go (Present Tense)

Vocabulary: **lugares para las vacaciones:** places for holidays, **en la playa:** at the beach, **en la montaña:** in the mountains, **en el campo:** in the countryside, **en el extranjero:** abroad, **en la ciudad:** in the city, **en la costa:** on the coast.

Verbo IR (to go – present): **voy:** I go, **vas:** you go, **va:** he/she goes, **vamos:** we go, **vais:** you (plural) go, **van:** they go.

Sentence examples: **Voy a la playa.** I go to the beach.
Vamos a la costa. We go to the coast.
Me gusta ir al extranjero porque es interesante. I like going abroad because it is interesting.

3 – Actividades, Tiempo (Present)

Vocabulary: **nado:** I swim, **tomo el sol:** I sunbathe, **hago:** I do / I go (activities), **visito:** I visit.

Actividades: **visito monumentos:** I visit monuments, **hago ciclismo:** I go cycling, **saco fotos:** I take photos, **compro recuerdos:** I buy souvenirs, **voy de compras:** I go shopping.

Tiempo: **hace buen tiempo:** the weather is good, **hace mal tiempo:** the weather is bad, **hace calor:** it is hot, **hace frío:** it is cold.

Connectives: **cuando:** when, **luego:** then, **después:** after.

Sentence examples: **Tomo el sol y luego voy de compras.** I sunbathe and then go shopping.

2 – Viajar, Transporte y Alojamiento

Vocabulary: **reservo:** I book, **paso tiempo:** I spend time, **descanso:** I rest, **me quedo:** I stay, **me alojo:** I stay.

Verbo VIAJAR (to travel - present tense): **viajo:** I travel, **viajas:** you travel, **viaja:** he/she travels, **viajamos:** we travel.

Transporte: **viajo en tren:** I travel by train, **viajo en avión:** I travel by plane, **viajo en coche:** I travel by car, **viajo en autobús:** I travel by bus

Alojamiento (accommodation): **me quedo en un hotel:** I stay in a hotel, **me quedo en un apartamento:** I stay in an apartment, **me quedo en un camping:** I stay in a campsite, **me quedo en un albergue:** I stay in a hostel.

4 – Pasado y Futuro – Past and Future

Vocabulary:

Past tense : **fui:** I went, **visité:** I visited, **comí:** I ate, **jugué:** I played, **vi:** I saw, **fue genial:** it was great, **no fue bueno:** it was not good.

Time phrases: **el verano pasado:** last summer, **ayer:** yesterday, **la semana pasada:** last week, **el fin de semana pasado:** last weekend.

Near future verbs: **voy a ir:** I am going to go, **voy a viajar:** I am going to travel, **voy a visitar:** I am going to visit.

Time phrases: **mañana:** tomorrow, **el próximo año/el año que viene:** next year, **pronto:** soon, **la semana que viene:** next week.



1 – Places and Verb *ir-to go*

Vocabulary: **en la playa:** at the beach, **en la montaña:** in the mountains, **en el campo:** in the countryside, **en el extranjero:** abroad, **en la ciudad:** in the city, **en la costa:** on the coast.

Verb: **voy:** I go, **vas:** you go, **va:** he/she goes, **vamos:** we go.

Sentence examples:

Voy a la playa. I go to the beach.

Vamos a la costa. We go to the coast.

2 – Transport and Accommodation

Vocabulary: **reservo:** book, **paso tiempo:** I spend time, **descanso:** I rest, **me quedo:** I stay.

Verb: **viajo:** I travel, **viajas:** you travel, **viaja:** he/she travels, **viajamos:** we travel.

Transporte: **viajo en tren:** I travel by train, **viajo en avión:** I travel by plane, **viajo en coche:** I travel by car, **viajo en autobús:** I travel by bus.

Accommodation: **me quedo en un hotel:** I stay in a hotel, **me quedo en un apartamento:** I stay in an apartment, **me quedo en un camping:** I stay in a campsite, **me quedo en un albergue:** I stay in a hostel.

3 – Activities and Weather

Vocabulary: **nado:** I swim, **tomo el sol:** I sunbathe, **visito:** I visit

Actividades: **visito monumentos:** I visit monuments, **hago ciclismo:** I go cycling, **saco fotos:** I take photos, **compro recuerdos:** I buy souvenirs, **voy de compras:** I go shopping.

Tiempo: **hace buen tiempo:** the weather is good, **hace mal tiempo:** the weather is bad, **hace calor:** it is hot, **hace frío:** it is cold.

Connectives: **cuando:** when, **luego:** then, **después:** after.

Sentence examples: **Tomo el sol y luego voy de compras.** I sunbathe and then go shopping.

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