



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

imagery: descriptive language that engages the senses and includes visual, sound, smell, taste, and touch, and helps the reader picture events clearly

metaphor: a comparison between two things *without* using “like” or “as” and describes something as if it is something else

symbolism: using symbols to be bigger ideas example: a heart symbolises love

sonnet: a 14-line poem with a specific rhyme scheme that is often linked to love and emotion

2 – Structure

exposition: the characters and setting are introduced and the tone is established

rising action: a series of events and obstacles increase tension and complicate the plot

climax the highest point of tension which signals a turning point in the plot

falling action tension reduces after the climax; the story moves towards its conclusion

denouement: this is known as the resolution and is the conclusion where plot points are resolved

3 – Story

tone: tone describes the attitude that a character or writer expresses towards a subject

contrast: a technique where authors highlight differences between characters, settings or ideas, this is specifically used when using contrasting imagery

dramatic irony: when the audience knows something the characters do not

hamartia: this is a fatal flaw within a protagonist that leads to their downfall in a tragedy

4 –Genre and Context

tragedy: a story that ends in death and misery

conflict: a clash between opposing forces including physical conflict and inner conflict

patriarchy: a system in society in which men hold the power and in most patriarchal societies women are controlled by their fathers, brothers, and husbands

Elizabethan era: describes England during the reign of Queen Elizabeth I (1558-1603)



1 – Language and Form

imagery: describing something so the reader can picture it clearly using the senses

metaphor: saying something *is* something else to create meaning

symbolism: when an object represents a bigger idea

sonnet: a 14-line poem often about love

2 – Structure

exposition: the beginning where characters and setting are introduced

rising action: problems and tension begin to grow

climax: the most exciting or important moment

falling action: events begin to calm down after the climax

denouement / resolution: the ending where problems are solved

3 – Story

tone: the feeling or attitude in the writing

contrast: showing differences between things or characters

dramatic irony: when the audience knows something the characters do not

Hamartia: a character's fatal flaw or weakness

4 – Genre and Context

tragedy: a story with sadness, suffering or death

conflict: a struggle or disagreement between people or ideas

patriarchy: a society where men have most of the power

Elizabethan era: – the time when Queen Elizabeth I ruled England



1 – Key Vocabulary

Music:**la musique:** music**le chanteur:** singer (male)**la chanteuse:** singer (female)**la chanson:** song**la musique pop:** pop music**la radio:** radio**populaire:** popular**les paroles:** lyrics**le concert:** concert**Films, Cinema and TV:****le cinéma:** cinema**l'acteur:** actor**l'actrice:** actress**la célébrité:** celebrity**la télévision:** TV**l'émission:** programme**un documentaire:** documentary**une comédie:** a comedy film**un film d'action:** action film

2 – Key Verbs

Verbs:**regarder:** to watch**je regarde:** I watch**elle/il regarde:** she/he watches**nous regardons:** we watch**écouter:** to listen**j'écoute:** I listen**elle/il écoute:** she/he listens**télécharger:** to download**je télécharge:** I download**il/elle télécharge:** he/she downloads**nous téléchargeons:** we download

3 – Opinions Using adjectives

j'aime: I like**j'adore:** I love**je n'aime pas:** I don't like**je déteste:** I hate**je préfère:** I prefer**Example sentence:****J'aime les films d'action parce que c'est passionnant.****adjectives:** passionnant: exciting, amusant: fun, ennuyeux: boring.**frequency:** souvent: often, toujours: always, tous les jours: everyday, tous les soirs: every evening.

4 – Comparisons

plus ... que: more than**moins ... que:** less than**Example sentences:**1. Les films d'action sont **plus** passionnants **que** les comedies.Action films are **more** exciting **than** comedies.2. Les films d'action sont **moins** amusants **que** les comédies.Action films are **less** fun **than** comedies.



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1 – Medieval Mali

Mali: a country in West Africa

- **1312 - 1337** Mansa Musa reigns as Emperor (leader) of Mali.
- **1324** - Mansa Musa goes to Mecca on a Hajj.
- **1327** - Mansa Musa has the Djinguereber Mosque created in Timbuktu.
- Mansa Musa developed more trade routes across the Sahara.
- Silks from China, spices from India, fabrics from Persia and metalwork from Europe were exchanged for gold and copper from Mali.
- This generated a huge amount of wealth for the kingdom, which Mansa Musa used to increase the size of his army.
- The army was then used, among other things, to protect the trade routes.

2 – Key Vocabulary

Mansa: king or ruler

griots: storytelling

- West-African stories have been preserved through storytelling and performances of historical songs.

the Catalan Atlas: a map of the world that was important to Medieval Europe

- From 1375 it included Mali with Mansa Musa sat on the throne with a golden crown, extending a golden nugget to a North African trader.

Hajj: a sacred pilgrimage (religious journey) that is required of every Muslim at least once in their lifetime

3 – The Legacy of Mansa Musa

- Before Mansa Musa got to Mecca, he visited Cairo, Egypt.
- His journey to Mecca shows how wealthy, ambitious and religious he was.
- While in Cairo he gave out so much gold that it caused a crash in the price in gold in Egypt.
- Mansa Musa is known to be one of the richest people to have ever lived.

4 – The Legacy of Mansa Musa

legacy: the lasting impact someone or something leaves behind

- Someone might be remembered through their actions, achievements, and influence on others.
- One of Musa's mud-brick-and-wood structures - Djinguereber Mosque - could hold 2,000 people.
- It still stands in Timbuktu today.
- Musa wanted his people to learn to read and write Arabic so they could understand the Qur'an.
- He paid for the construction of the University of Sankore.



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Mansa: king or ruler

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the Catalan Atlas: a map of the world that was important

- Mansa Musa made more trade routes in the desert.
- People traded things like silk, spices, and metal for gold from Mali.
- This made Mali very rich.
- Mansa Musa used the money to build a big army.
- The army helped keep the trade routes safe.

3 – The Legacy of Mansa Musa

- Mansa Musa went on a long trip to a place called Mecca.
- On the way, he stopped in a big city called Cairo.
- He gave away so much gold that the gold there became less valuable.
- This shows he was very rich, had big goals, and believed strongly in his religion.
- He is known as one of the richest people ever.

4 – The Legacy of Mansa Musa

legacy: what people remember about you after you are gone.

- It is about the good things you did and how you helped others.
- Mansa Musa built a big mosque made of mud and wood.
- It was called Djinguereber Mosque and could hold many people.
- It is still in Timbuktu today.



1 – What is E-Safety?

e-safety: staying safe when using the internet and digital devices

cyberbullying: bullying someone using messages or apps

personal information: private details such as your name, address or phone number

password: a secret code used to protect accounts

media influence: how tv, adverts and social media can affect opinions

social media: websites/apps used to share messages, photos and videos

2 – Online Risks

Risks young people may face online:

- cyberbullying
- fake people or strangers
- sharing too much information
- inappropriate messages or images
- grooming
- scams and hacking
- pressure from social media

Tip: if something feels wrong online, stop and tell a trusted adult.

3 – Social Media & Media Influence

Why do people use social media?

- stay connected with friends
- share photos and videos
- entertainment
- follow celebrities or interests
- learn new things

4 – What To Do & How To Stay Safe?

How to protect yourself:

- use strong passwords
- keep accounts private
- do not share personal information
- think before posting photos
- block and report abusive users
- speak to a trusted adult
- be kind online
- limit screen time



1 – What is E-Safety?

e-safety: staying safe online

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1 – Add and Subtract Fractions

fraction: how many parts of a whole we have

whole: a number with no fractional or decimal part

place value: the value of a digit depending on its place in a number

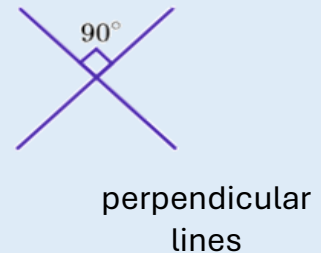
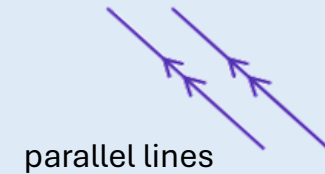
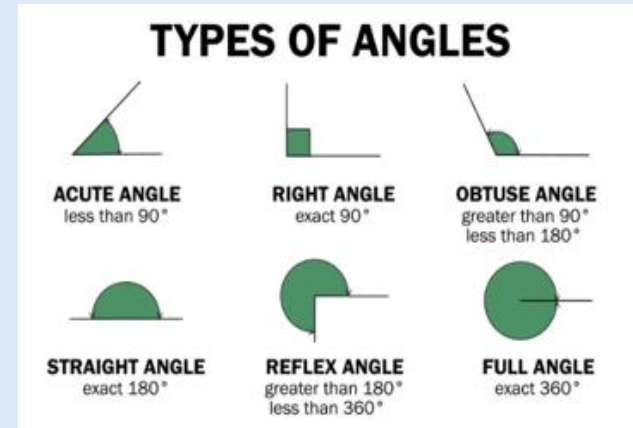
convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

numerator: the number above the line on a fraction. The top number is how many parts are taken

denominator: the number below the line on a fraction

- In our decimal number system, each place is 10 times bigger than the place to its right.

2 – Types of Angles



3 – Angles And Polygons

scalene: all sides and angles are different

isosceles: 2 sides and 2 angles are the same

interior angles: angles that are inside the shape

exterior: angles that are outside the shape

vertically opposite: are the angles opposite each other when two lines cross (equal)

transversal: a transversal is a line that intersects at least two other lines

polygon: a 2D shape made of straight lines. The sides connect to form a closed shape so there are no gaps or curves.

regular: all side lengths and all angles are the same

4 – Polygons

<p>Triangle</p> <p>3 sides and 3 angles</p>	<p>Quadrilateral</p> <p>4 sides and 4 angles</p>	<p>Heptagon</p> <p>7 sides and 7 angles</p>	<p>Octagon</p> <p>8 sides and 8 angles</p>
<p>Pentagon</p> <p>5 sides and 5 angles</p>	<p>Hexagon</p> <p>6 sides and 6 angles</p>	<p>Nonagon</p> <p>9 sides and 9 angles</p>	<p>Decagon</p> <p>10 sides and 10 angles</p>



1 – Place Value

PLACE VALUE RECORDING SHEET

MILLIONS	HUNDRED THOUSANDS	TEN THOUSANDS	THOUSANDS	HUNDREDS	TENS	ONES	TENTHS	HUNDRETHS	THOUSANDTHS

2 – Addition

T	O

	4	3		
+	5	6		
	9	9		

3 – Adding Decimals

O	Tth

	1	•	6
+	2	•	5
	4	•	1
	1		

4 – Subtract Decimals

O	Tth

	² 3	•	¹ 4
	1	•	6
	1	•	8



Music Theatre

musical: a play with musicals and singing throughout

composer: a creator of music

lyricist: someone who writes words for musicals and songs

duet: a piece for two performers

ensemble: a group of singers

underscoring: background music played by band or orchestra

ballet: some musicals include this type of dance

Famous Musicals

- **1950s-1960s:** Rodgers and Hammerstein wrote South Pacific, The Sound of Music and The King and I.
- **1970s-1980s:** Lloyd-Webber wrote Cats, Jesus Christ Superstar, Evita and Phantom of the Opera.
- **1980s-90s:** Schonberg wrote Les Miserables and Miss Saigon.
- **2000s:** Schwartz wrote Wicked and Lopez wrote Frozen.
- **2019:** Marlowe and Moss wrote Six.

Famous Theatres

- The most famous shows are performed in London's West End and on Broadway, New York.
- There are many other theatres throughout the UK such as Manchester's Palace Theatre and Bradford's Alhambra.
- Some musicals have been made into films such as Wicked, Cats and Les Miserables.

Famous Songs

- Every musical that has been successful has showstopping songs.
- Examples are Music of the Night (Phantom), Defying Gravity (Wicked).
- Popular chorus numbers are Tonight Ensemble from West Side Story, One Day More from Les Mis and Any Dream Will Do from Joseph.



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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

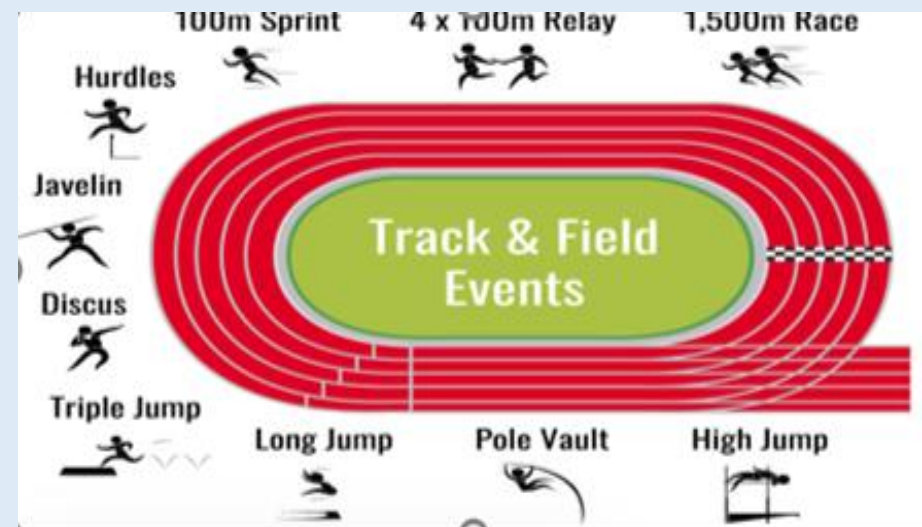
2 – Track Events

- 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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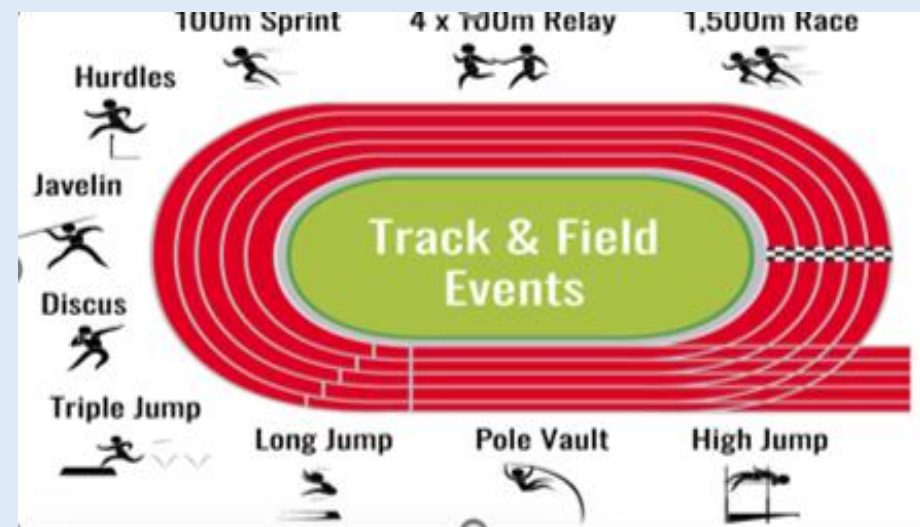
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4 – Athletics Track





1 – Abraham and the Covenant

covenant: an agreement or promise made between God and the Jews

polytheist: someone who worships more than one God

- Abraham lived over 4,000 years ago. He was the founder of Judaism.
- He lived in a land of Polytheists – his Father used to make idols.
- He believed there was only one God.
- God promised to make Abraham and his descendants into a great nation and give them the promised land.
- Abraham had to promise to worship only one God and circumcise every male who was 8 days old or older.
- Abraham did what God asked. He was prepared to sacrifice his son.

3 – Jewish Food Laws

kashrut: Jewish food laws

kosher: food which is permitted (allowed)

treifah: food which is prohibited (not allowed)

- Jews **can** eat animals with cloven (split) hooves which chew the cud (grass).
- Jews **can** eat birds (chicken, turkey) but **not** birds of prey.
- Jews **can** eat fish with fins and scales. (eg. tuna, haddock)
- Jews **can't** eat pork or any pig products. (eg. bacon)
- Jews **can't** eat shellfish (eg. Prawn, crab)
- Jews **can't** eat meat and milk together. (eg. a cheeseburger)

2 – Jewish Artefacts

torah: Jewish holy book (scroll) written in Hebrew

yad: silver pointer used to read the Torah as it can't be touched

tallit: Jewish prayer shawl with 613 tassels to represent the 613 laws

tefillin: leather strap wrapped round the arm and two black boxes worn on the head and the left arm to show God is on the mind and in the heart (worn on weekdays)

menorah: seven-branched candlestick

mezuzah: box containing the Shema prayer found on the doorpost of Jewish houses which is touched or kissed when Jews enter the room

4 – Passover and the Seder Meal

seder: seder (meaning 'order') is a symbolic meal where everything eaten at Passover to represent the freedom of the Jews

- Matzavah (unleavened bread) represents the fact that Jews had to escape in a hurry and didn't have time to let the bread rise.
- Bitter herbs (maror) represents the bitter (hard) lives of the slaves.
- Salt water represents the tears of the slaves.
- Charoset (sweet paste) represents the sweetness of freedom.
- Parsley (green herb) shows it is a spring festival - a fresh start.
- Lamb bone represents the lamb sacrificed at Passover.

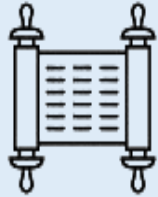
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- Abraham lived over 4,000 years ago.
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- God promised to look after the Jews.
- Abraham had to promise to worship God and follow his rules.
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4 – Passover and the Seder Meal

The Seder Meal reminds Jews of how they were set free from Egypt long ago

<p>MATZVAH</p> <p>Represents the speed with which they had to leave Egypt.</p>	<p>ROASTED EGG</p> <p>Represents a new life after Egypt.</p>	<p>SALT WATER</p> <p>Represents the tears of the Israelite slaves in Egypt</p>
<p>BITTER HERBS</p> <p>Represents the bitter times of slavery in Egypt.</p>	<p>PARSLEY</p> <p>Represents a fresh start after Egypt.</p>	<p>LAMB BONE</p> <p>Represents the Lamb sacrificed at Passover and later at the Temple.</p>
		<p>CHAROSET</p> <p>Represents the mortar used by the slaves to make bricks in Egypt</p>



1 – Earth and Rocks

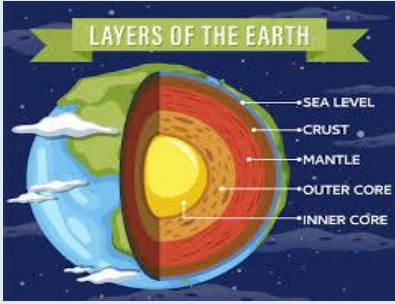
year: the time it takes to fully orbit the sun (365 days)

day: the time it takes the earth to complete one rotation in its axis

sedimentary rock: rock formed from layers of sediment that are then cemented together

igneous rock: rock formed from cooling of magma

metamorphic rock: rock formed from existing rocks that are exposed to heat and pressure



2 – The Night Sky and Solar System

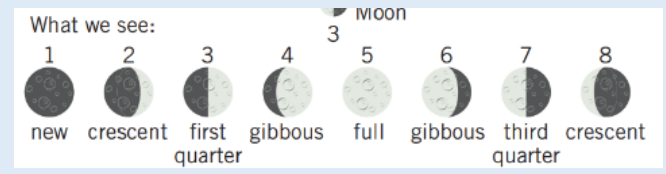
moon: a natural satellite that orbits Earth

galaxy: a collection of stars

stars: balls of lit gas that produce their own light

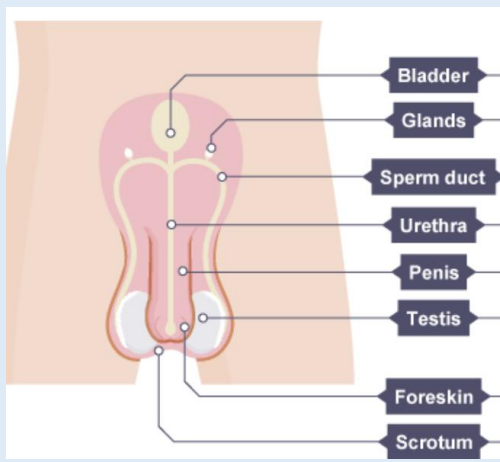
- Our **solar system** has 8 planets that orbit the sun.
- In order from the Sun they are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

• Phases of the moon
(on the right)

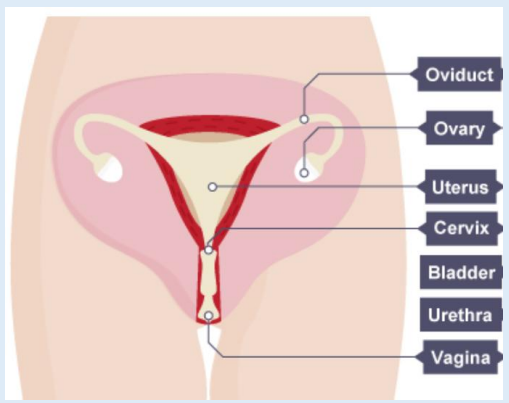


3 – Reproductive Systems

Male reproductive system



Female reproductive system



4 – Variation and Reproduction

variation: the differences between species. It can be inherited or environmental

adaptation: a feature that helps an organism better able to survive

ovulation: the release of an egg from the ovary

fertilisation: the joining of the nuclei from egg and sperm cells

zygote: a fertilised egg

gestation: the process of the embryo developing into a foetus (40 weeks in humans)

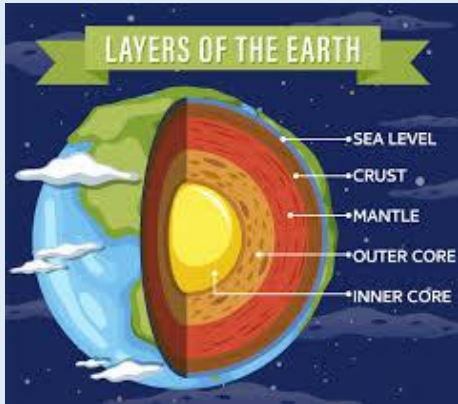


1 – Structure of the Earth

2 – The Solar System

year: the time it takes to fully orbit the sun (365 days)

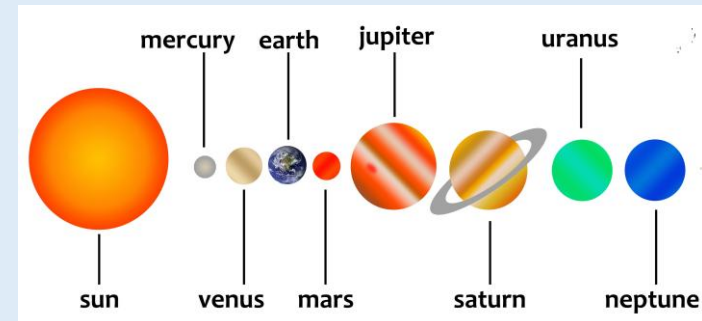
- There are 3 types of rock: sedimentary, igneous, and metamorphic.



moon: a natural satellite that orbits Earth

galaxy: a collection of stars

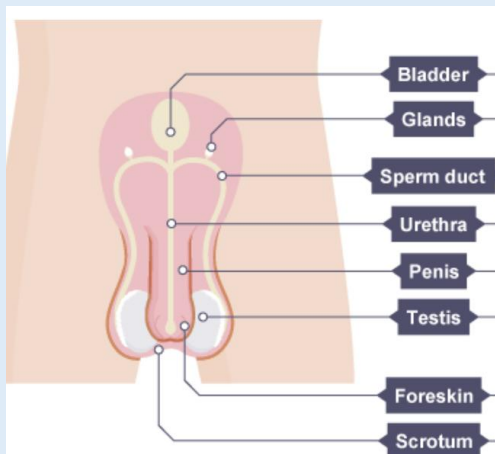
- The order of the eight planets in the solar system are below.



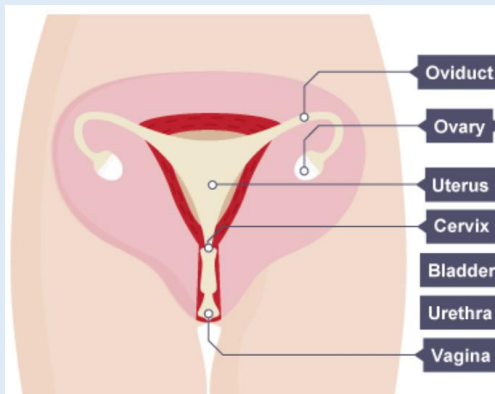
3 – Reproductive Systems

4 – Variation and Reproduction

Male



Female



variation: the differences between species. It can be inherited or environmental.

adaptation: a feature that helps an organism better able to survive

fertilisation: the joining of the nuclei from egg and sperm cells

zygote: a fertilised egg)



1 – Música

Vocabulary: **escuchar:** to listen, **tocar:** to play (instrument), **cantar:** to sing, **no me gusta:** I do not like, **prefiero:** I prefer.

Tipos de música: **el pop:** pop, **el rock:** rock, **el jazz:** jazz, **el rap:** rap, **la música clásica:** classical music.

Sentence examples:

Me gusta el pop. I like pop.

Prefiero el rock. I prefer rock.

Escucho jazz. I listen to jazz.

No me gusta la música clásica. I like rap more than pop.

me gusta/prefiero **el** rock! – with like
or dislike verbs use the article.
Escucho pop! – no article is required

2 – Tocar vs Jugar and Comparisons

Vocabulary:

tocar: to play (instrument)

jugar: to play (sports/games)

Sentence examples:

Toco la guitarra. I play the guitar.

Toco el piano. I play the piano.

Juego al fútbol. I play football.

Juego al tenis. I play tennis.

Vocabulary:

más ...que: more...than

menos...que: less than

tan...como: as ...as

1.Me gusta **más** el rock **que** el pop.

I like rock **more than** pop.

2.El jazz es **tan** bueno **como** el rock.

Jazz is as good as rock.

3.El rock es **más** interesante **que** el

pop. Rock is more interesting than pop.

3 – Televisión, Cine y Opiniones

ver: to watch

actuar: to act

Tipos de películas: **la película:** film, **la comedia:** comedy, **la acción:** action, **el terror:** horror, **el documental:** documentary, **la ciencia**

ficción: science fiction, **la película romántica:** romantic film.

Sentence examples:

Veo una comedia. I watch a comedy.

Veo películas de acción. I watch action films.

El actor actúa muy bien. The actor acts very well.

Me gustan las películas de acción. I like action films.

4 – Near Future Tense and Opinions

voy a ver: I am going to watch

voy a escuchar: I am going to listen

Connectives: luego: later, después: after, mañana: tomorrow.

Sentence examples:

Voy a ver una película **mañana**. I am going to watch a film tomorrow.

lo mejor es: the best thing is

lo peor es: the worst thing is

Lo mejor es la música. The best thing is the music.

Lo peor es la historia. The worst thing is the story.



1 – Música

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Sentence examples:

Toco el piano. I play the piano. **Juego al fútbol.** I play football.

Vocabulary:

más ...que: more...than **tan...como: as ...as**

Me gusta más el rock que el pop. I like rock **more than** pop.

El rock es más interesante que el pop. Rock is more interesting than pop.

3 – Televisión, Cine y Opiniones

veo: I watch

Tipos de películas: **la película:** film, **la comedia:** comedy, **la acción:** action, **el terror:** horror, **el documental:** documentary, **la ciencia ficción:** science fiction, **la película romántica:** romantic film.

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4 – Near Future Tense and Opinions

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voy a escuchar: I am going to listen

Connectives: luego: later, después: after, mañana: tomorrow.

Sentence examples:

Voy a ver una película mañana. I am going to watch a film tomorrow.

lo mejor es: the best thing is

lo peor es: the worst thing is

Lo mejor es la música. The best thing is the music.

Lo peor es la historia. The worst thing is the story.