Hampshire County Council

Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

## Our Moodle+ Handbook

# Introductory guide and catalogue of resources

March 2026

hants.gov.uk

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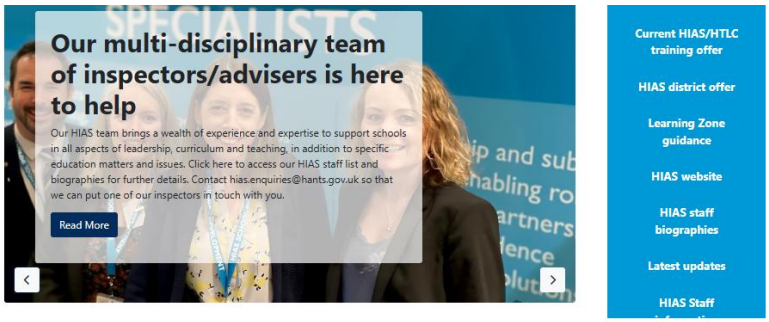
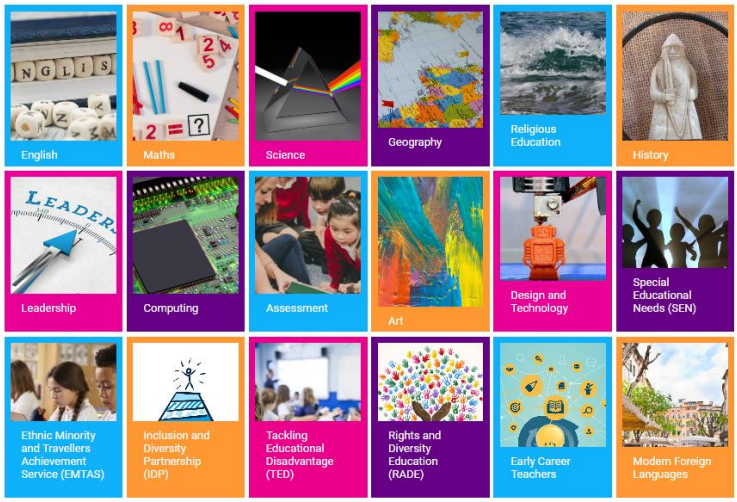
# Introduction










Our HIAS Moodles offer schools access to a wide range of resources, subject news, and course materials. We regularly review the quality of the resources and information on offer to ensure that all our Moodles are relevant and up to date as well as being easier for school users to access and navigate.

All our Moodle sites can be accessed via our HIAS Moodles home page, a front door that also links you to other useful Hampshire sites and sources of information (including Services for Young Children, School Library Service, Primary Behaviour Service and EMTAS). We encourage schools to take a look and bookmark this page in their browser as a favourite to enable quick and easy navigation between our sites: hias-moodle.mylearningapp.com.

# Moodle+

As part of our Moodle offer each of our HIAS subject sites has a Moodle+ subscription area that aims to draw together key resources that we believe will be valuable for subject leads and teachers. All our Moodle+ areas are updated regularly with new resources in line with developments in thinking and policy locally and nationally as well as in response to subscriber requests and suggestions.

## Interested in subscribing?

Our Moodle+ subscription offers excellent value for money – one annual payment gives unlimited access in your school to all Moodle+ areas across 12 subject Moodle sites.

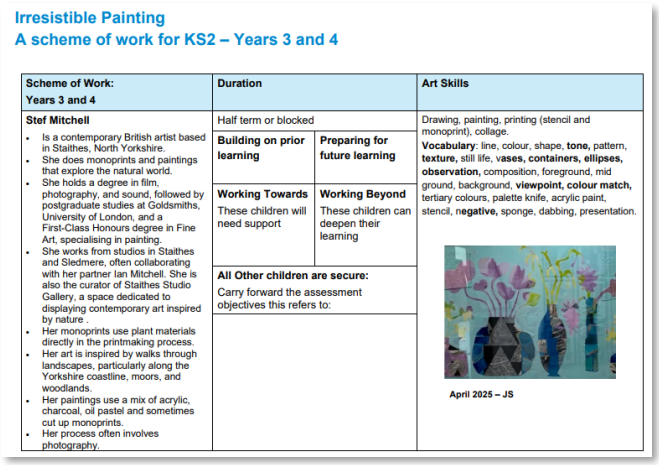
- Hampshire Maintained schools with 2026/27 HTLC subscription: **£381**
- Hampshire Maintained schools without an HTLC subscription: **£456**
- Non Hampshire Maintained schools with 2026/27 HTLC subscription: **£381 + VAT**
- Non Hampshire Maintained schools without an HTLC subscription: **£556 + VAT**

To subscribe, please refer to the following link: **Moodle+ | Hampshire Services for Schools**, which can also be accessed via the cover pages of each of our Moodle+ subject sites. Here you will be able to subscribe once logged in to your Hampshire Services for Schools account. There is also guidance for those who do not yet have an account. Once subscribed, we will then contact you with your login information.

# Art

On Moodle+ you will find a range of materials that provide support and inspiration for the leadership, teaching and learning in all areas of the subject in primary and secondary schools. Some resources aim to be used to directly support and structure classroom requirements for successful and rich learning opportunities. Other materials provide support and challenge for the leadership and management needs of the subject. These can all be adapted and personalised by you. Over time, we intend to develop resources that reflect the rich and diverse nature of the subject. These will be influenced by teachers, leaders, national and local foci, and subject requirements.

## A taster of what is available on Moodle+ Primary…



Irresistible Painting
A scheme of work for KS2 – Years 3 and 4

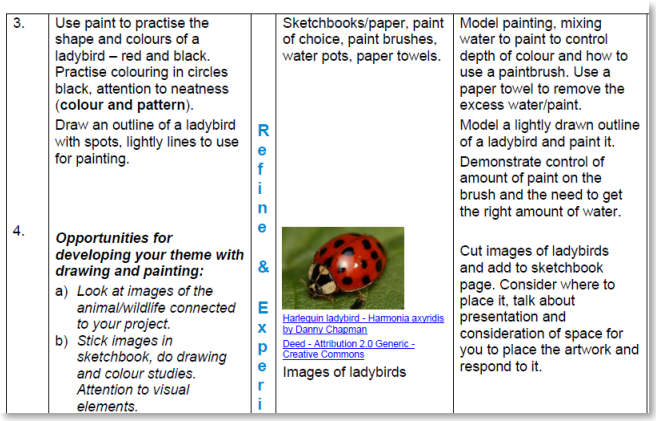
| Scheme of Work: Years 3 and 4 | Duration | | Art Skills |
|---|---|---|---|
| **Stef Mitchell**<br>• Is a contemporary British artist based in Staithes, North Yorkshire.<br>• She does monoprints and paintings that explore the natural world.<br>• She holds a degree in film, photography, and sound, followed by postgraduate studies at Goldsmiths, University of London, and a First-Class Honours degree in Fine Art, specialising in painting.<br>• She works from studios in Staithes and Sledmere, often collaborating with her partner Ian Mitchell. She is also the curator of Staithes Studio Gallery, a space dedicated to displaying contemporary art inspired by nature .<br>• Her monoprints use plant materials directly in the printmaking process.<br>• Her art is inspired by walks through landscapes, particularly along the Yorkshire coastline, moors, and woodlands.<br>• Her paintings use a mix of acrylic, charcoal, oil pastel and sometimes cut up monoprints.<br>• Her process often involves photography. | Half term or blocked | | Drawing, painting, printing (stencil and monoprint), collage.<br>**Vocabulary**: line, colour, shape, **tone,** pattern, **texture,** still life, v**ases, containers, ellipses, observation,** composition, foreground, mid ground, background, **viewpoint, colour match,** tertiary colours, palette knife, acrylic paint, stencil, n**egative,** sponge, dabbing, presentation. |
| | **Building on prior learning** | **Preparing for future learning** | |
| | **Working Towards**<br>These children will need support | **Working Beyond**<br>These children can deepen their learning | |
| | **All Other children are secure:**<br>Carry forward the assessment objectives this refers to: | | |



April 2025 – JS

### A scheme of work on irresistible painting

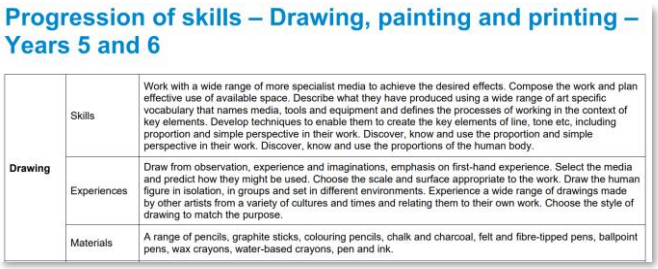
This scheme of work focuses on the work of contemporary artist Stef Mitchell. It is aimed at Years 3 and 4 but can be adapted to a different year group/key stage. The resource includes a sequence of learning tasks, resources needed, knowledge coverage/teaching outcomes, and assessment objectives. There is also an assessment resource for irresistible painting on Moodle+ to complement this resource.



| | | | | |
|---|---|---|---|---|
| 3. | Use paint to practise the shape and colours of a ladybird – red and black. Practise colouring in circles black, attention to neatness (**colour and pattern**).<br>Draw an outline of a ladybird with spots, lightly lines to use for painting. | R e f i n e & E x p e r i | Sketchbooks/paper, paint of choice, paint brushes, water pots, paper towels. | Model painting, mixing water to paint to control depth of colour and how to use a paintbrush. Use a paper towel to remove the excess water/paint.<br>Model a lightly drawn outline of a ladybird and paint it.<br>Demonstrate control of amount of paint on the brush and the need to get the right amount of water. |
| 4. | ***Opportunities for developing your theme with drawing and painting:***<br>a) *Look at images of the animal/wildlife connected to your project.*<br>b) *Stick images in sketchbook, do drawing and colour studies. Attention to visual elements.* | | <br>Harlequin ladybird - Harmonia axyridis by Danny Chapman<br>Deed - Attribution 2.0 Generic - Creative Commons<br>Images of ladybirds | Cut images of ladybirds and add to sketchbook page. Consider where to place it, talk about presentation and consideration of space for you to place the artwork and respond to it. |

### Sculptural hangings

There are several resources available on sculptural hangings for both Key Stage 1 and 2, including schemes of work, front cover resources as well as assessment guides.



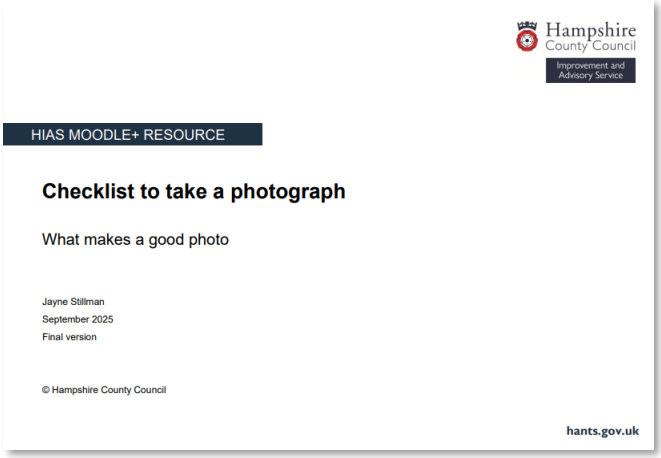
Progression of skills – Drawing, painting and printing – Years 5 and 6

| | | |
|---|---|---|
| **Drawing** | Skills | Work with a wide range of more specialist media to achieve the desired effects. Compose the work and plan effective use of available space. Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment and defines the processes of working in the context of key elements. Develop techniques to enable them to create the key elements of line, tone etc, including proportion and simple perspective in their work. Discover, know and use the proportion and simple perspective in their work. Discover, know and use the proportions of the human body. |
| | Experiences | Draw from observation, experience and imaginations, emphasis on first-hand experience. Select the media and predict how they might be used. Choose the scale and surface appropriate to the work. Draw the human figure in isolation, in groups and set in different environments. Experience a wide range of drawings made by other artists from a variety of cultures and times and relating them to their own work. Choose the style of drawing to match the purpose. |
| | Materials | A range of pencils, graphite sticks, colouring pencils, chalk and charcoal, felt and fibre-tipped pens, ballpoint pens, wax crayons, water-based crayons, pen and ink. |

### Progression of skills

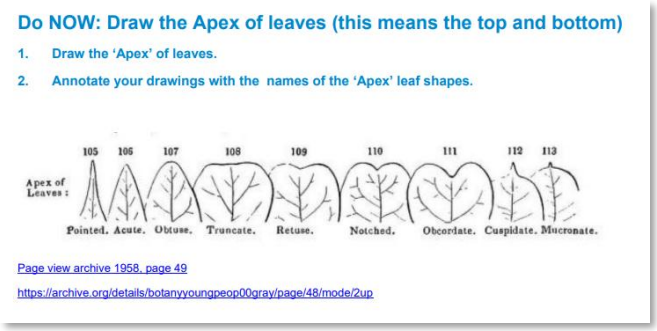
These resources focus on a progression of skills in sculpture (Years 1 and 2), as well as drawing, painting and printing (Key Stage 1 and Key Stage 2).

## A taster of what is available on Moodle+ Secondary…



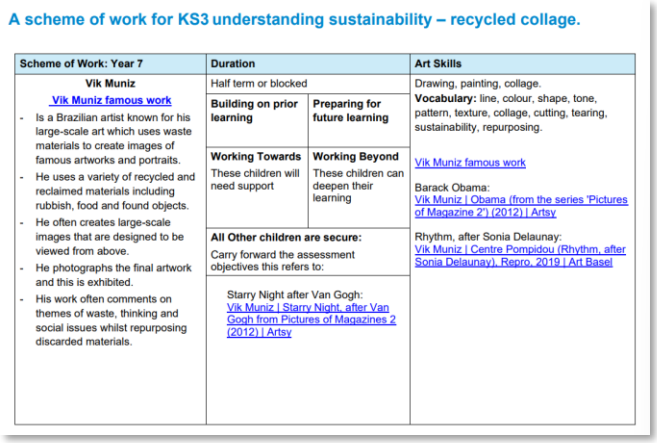

### Checklist to take a photograph

This resource includes a checklist for taking a photograph and what constitutes a good photograph. It then breaks down each item of the checklist providing meanings and examples.




### 'Do Now' tasks

Several 'Do Now' tasks have been uploaded which focus on the drawing of leaf shapes, including the apex of leaf shapes, margins of leaf shapes, and also a nature collagraph word search as an engaging activity for students to complete independently or in pairs.




### Understanding sustainability – recycled collage

A scheme of work for Year 7 which looks at the work of Brazilian artist Vik Muniz who uses waste materials to create images of famous artworks and portraits.

## Coming soon to Moodle+…

New resources to help schools plan, design and teach a high-quality Ofsted ready art curriculum.

## Important update on Primary Art Moodle:

The Art Toolkit has launched! This is a comprehensive subscription resource designed to enhance and support art education in your primary school. Click here to find out more and subscribe.

**For a full list of Art Moodle+ Resources, click here**

# Computing

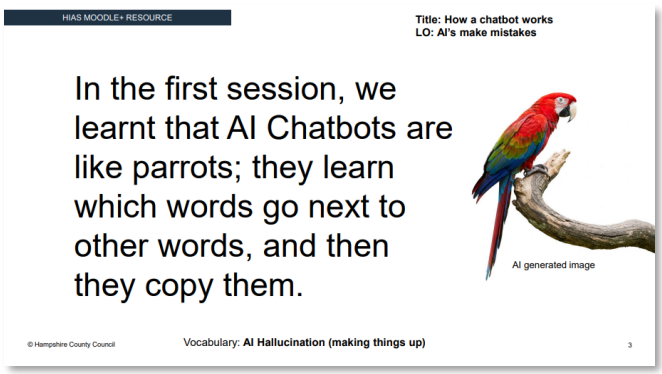
Moodle+ is a fantastic opportunity to provide high quality computing science, information technology, digital literacy and online safety resources for subscribing schools. We aim to provide some of the best documents to help teachers plan, manage, and teach computing in an informed and sustainable way.

Taking the best free planning that is available from CAS, Barefoot, Code-it and Computing at School and adding real value to it through:

- knowledge progression
- age recommendations
- assessment criteria
- computational thinking
- computational attitudes
- formative and summative assessment examples to improve teaching practice.

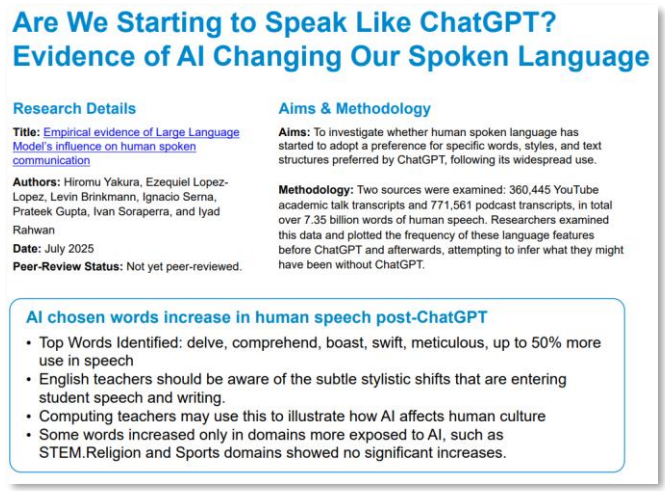
Our goal is to reduce the time that teachers take to find and resource high quality resources so they can spend more time developing great teaching opportunities.

## A taster of what is available on Moodle+ Primary…




### AI Chatbot lessons

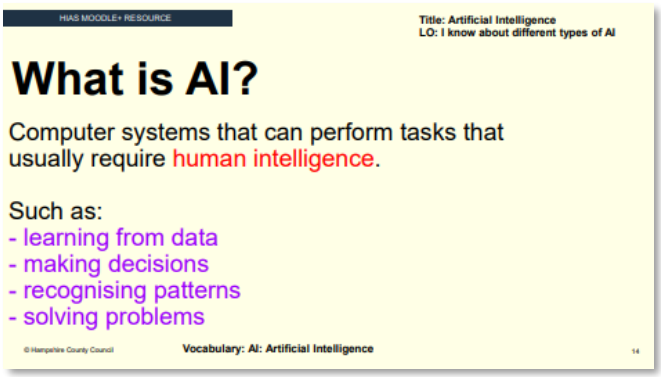
There are several detailed lessons available looking at the large language model (LLM) chatbot and how it is not that intelligent. An example of a parrot is used throughout to compare how chatbots are similar to parrots. These resources will help pupils to recognise that chatbots make mistakes, therefore stressing the importance of checking their work. There are also quizzes included with questions and answers for pupils to try.




### AI research review posters

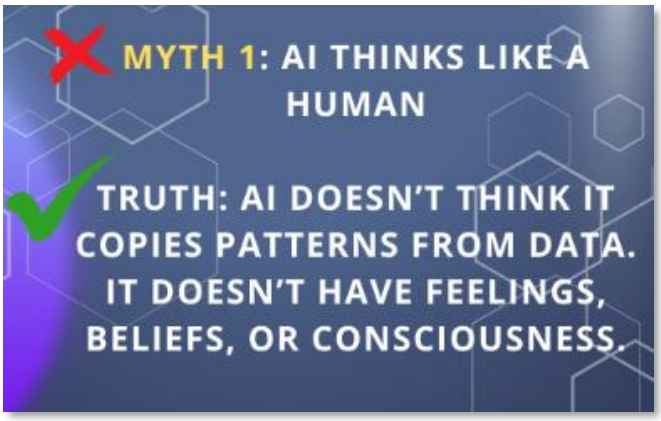
Posters cover the research details, aims and methodologies of how AI is changing spoken language, whether AI can be used to mentor teachers, AI personalised maths tasks, and whether AI is eroding our brains.

## A taster of what is available on Moodle+ Secondary…




### Introduction to AI

The AI lessons focus on AI in popular culture and what AI is in reality, as well as understanding what a LLM is as well as the differences between AI narrow and general intelligence. Resources include questions for pupils, 'do now' tasks, and activities around designing an AI bot.




### AI myths poster

AI myth busting poster to help establish myths and truths about AI.

## Coming soon to Moodle+…

New resources to help schools plan, design and teach a high-quality Ofsted ready computing curriculum.

**For a full list of Computing Moodle+ Resources, click here**

# Design and Technology

Design and Technology Moodle+ has been developed to support class teachers and D&T professionals by providing a comprehensive, easy-to-navigate hub for high-quality teaching and learning across all key stages.

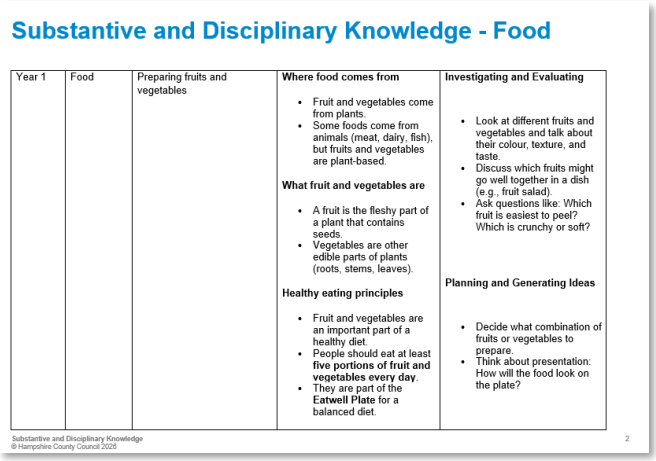
Grounded in the current National Curriculum for D&T, Moodle+ aligns with the subject's core purpose: enabling pupils to use creativity, imagination and design thinking to develop products that solve real and relevant problems in a variety of contexts. The curriculum requires pupils to build a broad base of knowledge drawn from disciplines such as mathematics, science, engineering, computing and art, while developing practical skills, taking risks and becoming resourceful, innovative designers and makers.

To reflect these expectations, Moodle+ offers resources that help teachers move beyond outcome-led, craft-based projects towards iterative, learner-centred design processes. These materials support planning sequences where pupils research, explore, generate ideas, prototype, test and evaluate – mirroring the statutory emphasis on design, make and evaluate cycles, plus technical knowledge such as structures, mechanisms, electronics, materials and nutrition.

All resources provided are adaptable starter materials, intended for teachers to tailor and differentiate according to their learners' needs, local context and school curriculum priorities. This supports the National Curriculum principle that schools develop their own curriculum beyond the essential core content, ensuring progression and coherence across year groups.

In addition, Moodle+ contains comprehensive health and safety guidance, including up-to-date legislation, best practice, risk assessment frameworks, and record-keeping expectations for all key stages. This content will be updated regularly to ensure schools remain compliant and confident in delivering safe, high-quality practical work.

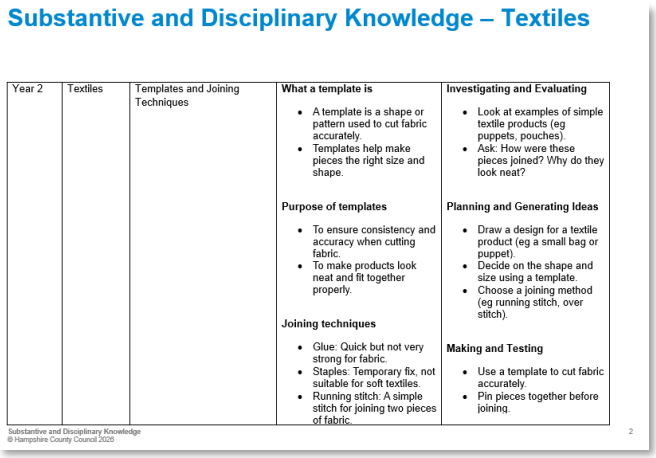
## A taster of what is available on Moodle+ Primary…



**Substantive and Disciplinary Knowledge - Food**

| | | | | |
|---|---|---|---|---|
| Year 1 | Food | Preparing fruits and vegetables | **Where food comes from**<br>• Fruit and vegetables come from plants.<br>• Some foods come from animals (meat, dairy, fish), but fruits and vegetables are plant-based.<br>**What fruit and vegetables are**<br>• A fruit is the fleshy part of a plant that contains seeds.<br>• Vegetables are other edible parts of plants (roots, stems, leaves).<br>**Healthy eating principles**<br>• Fruit and vegetables are an important part of a healthy diet.<br>• People should eat at least **five portions of fruit and vegetables every day**.<br>• They are part of the **Eatwell Plate** for a balanced diet. | **Investigating and Evaluating**<br>• Look at different fruits and vegetables and talk about their colour, texture, and taste.<br>• Discuss which fruits might go well together in a dish (e.g., fruit salad).<br>• Ask questions like: Which fruit is easiest to peel? Which is crunchy or soft?<br>**Planning and Generating Ideas**<br>• Decide what combination of fruits or vegetables to prepare.<br>• Think about presentation: How will the food look on the plate? |

Substantive and Disciplinary Knowledge © Hampshire County Council 2026 2



**Substantive and Disciplinary Knowledge – Textiles**

| | | | | |
|---|---|---|---|---|
| Year 2 | Textiles | Templates and Joining Techniques | **What a template is**<br>• A template is a shape or pattern used to cut fabric accurately.<br>• Templates help make pieces the right size and shape.<br>**Purpose of templates**<br>• To ensure consistency and accuracy when cutting fabric.<br>• To make products look neat and fit together properly.<br>**Joining techniques**<br>• Glue: Quick but not very strong for fabric.<br>• Staples: Temporary fix, not suitable for soft textiles.<br>• Running stitch: A simple stitch for joining two pieces of fabric. | **Investigating and Evaluating**<br>• Look at examples of simple textile products (eg puppets, pouches).<br>• Ask: How were these pieces joined? Why do they look neat?<br>**Planning and Generating Ideas**<br>• Draw a design for a textile product (eg a small bag or puppet).<br>• Decide on the shape and size using a template.<br>• Choose a joining method (eg running stitch, over stitch).<br>**Making and Testing**<br>• Use a template to cut fabric accurately.<br>• Pin pieces together before joining. |

Substantive and Disciplinary Knowledge © Hampshire County Council 2026 2

### Year 1 Food – substantive and disciplinary knowledge

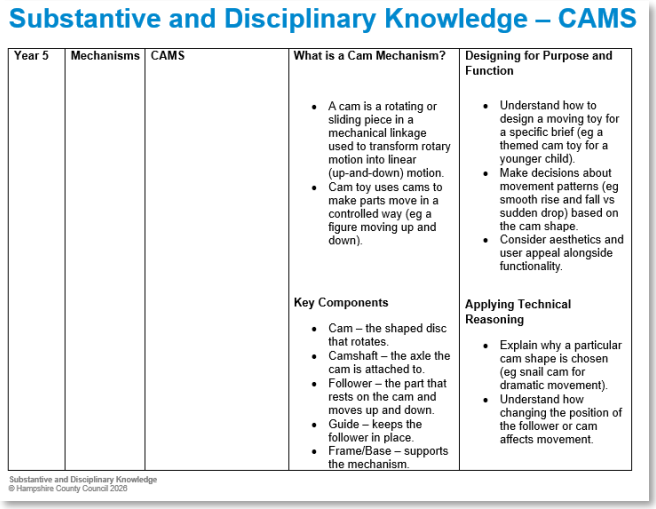
A clear and accessible overview of the substantive and disciplinary knowledge that Year 1 pupils are expected to develop within the Food strand of D&T.

It is designed to support teachers in planning high-quality learning sequences aligned with National Curriculum expectations for early primary D&T, with a particular focus on helping pupils build early confidence in cooking, nutrition, and simple food-related processes.

### Year 2 Textiles – substantive and disciplinary knowledge

A clear and well-structured outline of the key substantive and disciplinary knowledge that Year 2 pupils are expected to develop within the Textiles area of D&T.

Created to support teachers in delivering coherent and engaging learning sequences, it aligns with National Curriculum expectations for lower-primary D&T. The resource focuses on helping pupils gain growing confidence in working with fabrics and simple textile techniques, while developing their understanding of basic materials, processes and vocabulary.



## Substantive and Disciplinary Knowledge – CAMS

| Year 5 | Mechanisms | CAMS | What is a Cam Mechanism? | Designing for Purpose and Function |
|---|---|---|---|---|
| | | | • A cam is a rotating or sliding piece in a mechanical linkage used to transform rotary motion into linear (up-and-down) motion.<br>• Cam toy uses cams to make parts move in a controlled way (eg a figure moving up and down).<br><br>**Key Components**<br>• Cam – the shaped disc that rotates.<br>• Camshaft – the axle the cam is attached to.<br>• Follower – the part that rests on the cam and moves up and down.<br>• Guide – keeps the follower in place.<br>• Frame/Base – supports the mechanism. | • Understand how to design a moving toy for a specific brief (eg a themed cam toy for a younger child).<br>• Make decisions about movement patterns (eg smooth rise and fall vs sudden drop) based on the cam shape.<br>• Consider aesthetics and user appeal alongside functionality.<br><br>**Applying Technical Reasoning**<br>• Explain why a particular cam shape is chosen (eg snail cam for dramatic movement).<br>• Understand how changing the position of the follower or cam affects movement. |

Substantive and Disciplinary Knowledge
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### Year 5 CAMs – substantive and disciplinary knowledge

A clear, well-organised overview of the substantive and disciplinary knowledge that Year 5 pupils are expected to develop when studying CAMs within the Mechanisms strand of D&T.

Designed to guide teachers in delivering rich, progressive learning experiences, it aligns with upper-Key Stage 2 expectations by supporting pupils to deepen their understanding of mechanical systems and apply this knowledge to purposeful, functioning products. The resource emphasises the development of technical vocabulary, an understanding of how different cam mechanisms create movement, and the ability to experiment, prototype and refine working models.

By providing insight into the knowledge pupils must secure, alongside the practical skills they should demonstrate, this document helps teachers structure well-sequenced lessons that build confidence, accuracy and creativity in mechanical design.

## A taster of what is available on Moodle+ Secondary…

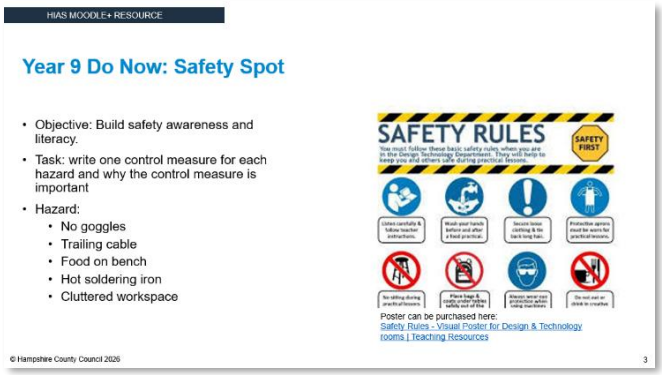
### Year 7 D&T – literacy starter activity (Do Now)

This document provides a quick, engaging ‘Do Now’ activity designed to develop subject-specific literacy at the start of a Year 7 Design and Technology lesson. It supports pupils in strengthening their technical vocabulary, enabling them to access and communicate D&T concepts with increasing confidence.

The activity introduces key terms that pupils will encounter throughout Key Stage 3 and encourages them to think carefully about their meaning and use within real design contexts. It is structured to be completed independently at the beginning of the lesson, helping to establish routine, focus and retrieval of prior knowledge.

## Year 8 D&T – inclusive design starter activity (Do Now)

This document provides a focused and engaging 'Do Now' activity aimed at developing pupils' understanding of inclusive design and strengthening their ability to consider the needs of diverse users. Positioned at the start of a Year 8 Design and Technology lesson, the task encourages pupils to think empathetically, apply design thinking, and respond creatively to a real-world scenario. By prompting pupils to identify key design considerations and generate a quick concept sketch, the activity supports the development of both conceptual thinking and early ideation skills – key elements of user-centred design in Key Stage 3.




## Year 9 D&T – safety spot starter activity (Do Now)

This document provides a quick, focused 'Do Now' activity designed to strengthen pupils' safety awareness and safety-related literacy at the start of a Year 9 Design and Technology lesson. It encourages pupils to recognise common workshop hazards and think critically about how these risks can be controlled, reinforcing safe working habits before practical tasks begin.

The activity prompts pupils to identify a suitable control measure for each hazard and explain why the measure is necessary. This helps build understanding of both the action required and the reasoning behind it, supporting responsible and informed behaviour in the workshop environment.

## Coming soon to Moodle+…

New resources on Primary Moodle+ will include 'meet the designer' mini profiles, and primary health and safety posters.

Secondary Moodle+ will see the addition of 'industry insights' micro-lessons, as well as a 'design challenges' pack.

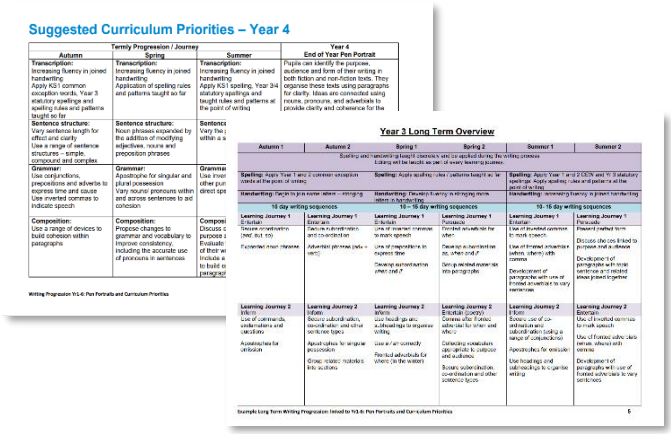
**For a full list of Design and Technology Moodle+ Resources, click here**

# English

On Moodle+ you will find a variety of resources created by the HIAS English team to support teaching and learning in all areas of English. Our intention is to offer resources that support schools to continually improve outcomes for learners in spoken language, reading and writing, which complement and challenge current practice.

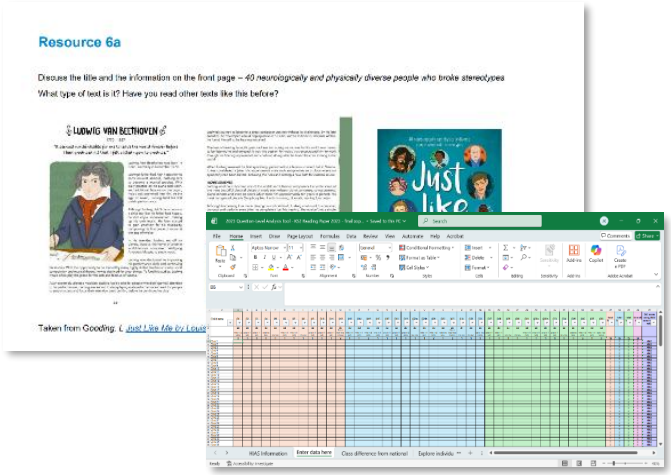
As well as providing resources that can be used directly in the classroom for primary and secondary, we have created planning, assessment and CPD materials. We develop and grow resources over time to reflect the changing needs and requests of teachers and leaders.

## A taster of what is available on Moodle+ Primary…




### Curriculum priorities

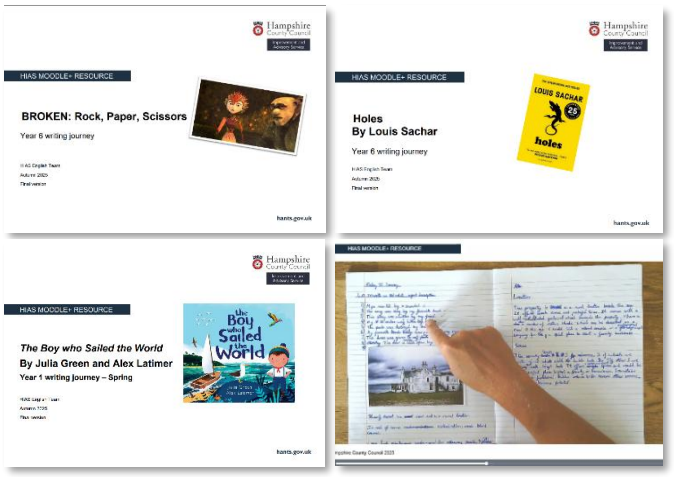
In the Primary English Curriculum and Progression section of Moodle+, you will find our resources to support you in identifying curriculum priorities for each year group in reading and writing, including pen portraits of successful learners in each year group and an exemplar long-term curriculum overview that shows how to map key learning points so that the curriculum contains opportunities for returning to and deepening core knowledge and skills.




### Planning and assessment

We have created a new section dedicated to Year 6 preparation for KS2 assessment that contains a range of planning and assessment resources to set pupils on the right track. The Year 6 reading revision materials have been updated and expanded with additional texts and tasks.

To support schools to identify barriers in the Key Stage 2 reading paper precisely, we have uploaded fully functional spreadsheets that enable question-level analysis of mock SATs papers for the 2023, 2024 and 2025 papers – complete with guidance on how to use these!

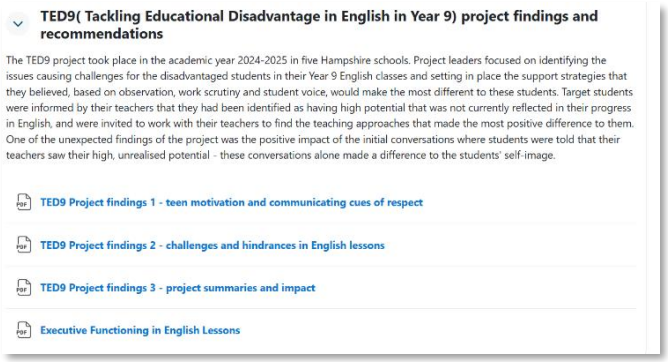



### Learning journeys

Two new Year 6 summer term learning journeys with an emphasis on independent writing and multiple outcomes have been added.

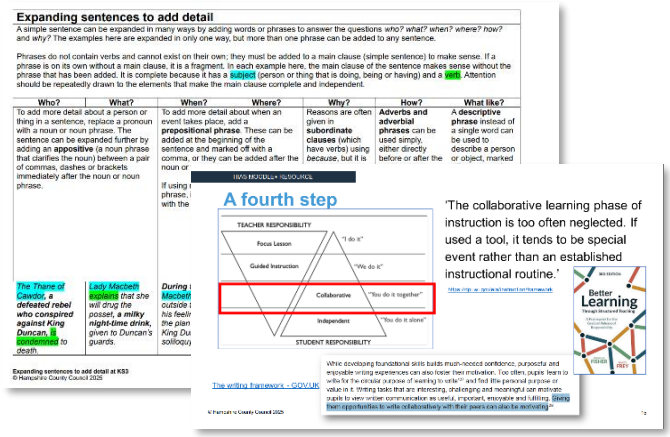
In addition, there are also new plans for writing learning journeys and reading teaching sequences across all age groups, including updated Year 1 planning, aligned with the guidance from The Writing Framework. We've also begun adding videos to model strategies such as book looks and pupil conferencing in action.

# A taster of what is available on Moodle+ Secondary…



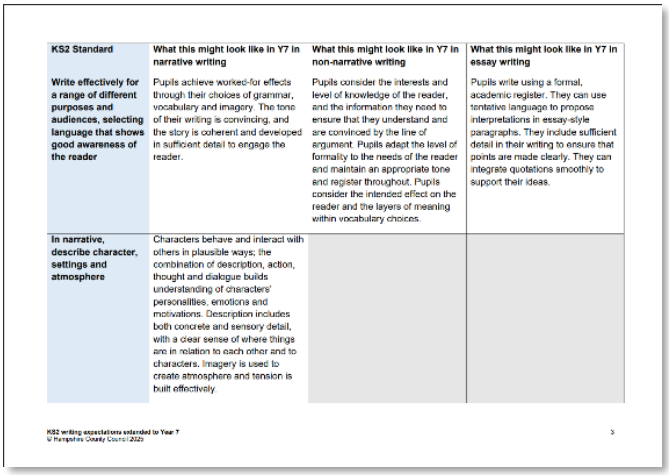

## Tackling Educational Disadvantage project

You will find a new section devoted to sharing resources and ideas for narrowing the disadvantage gap in English, including a range of resources sharing the key findings of the TED9 (Tackling Educational Disadvantage in English in Year 9) project.




## Guided writing practice

In the Improving Writing at Key Stage 3 section, new resources include a guided writing practice guidance document and accompanying slides that can be used for departmental CPD as well as more sentence-level practice resources to support designs for effective 'Do now' tasks that support written accuracy as well as text retrieval.




## Progression and curriculum

Progression and curriculum expectations documents explore in depth and detail what to teach and secure in Year 7 writing, supporting you to understand how to build on the expectations of Key Stage 2 while working within the Key Stage 3 curriculum.

# Coming soon to Moodle+…

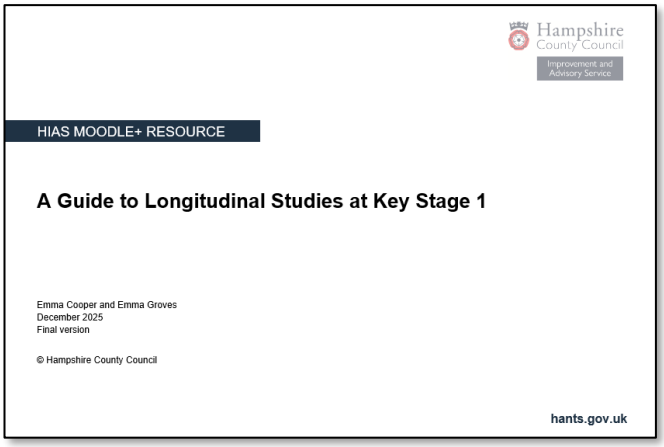
Over the coming year we will be developing more of our ever-popular curriculum planning and pedagogy resources, as well as new materials linked to the recommendations of the curriculum and assessment review, helping you to prepare yourselves and colleagues for likely changes to the National Curriculum and the focus on securing foundations, including learning journey planning, oracy resources, drama pedagogy suggestions and planning and resources to help develop students' media literacy and critical thinking skills.

**For a full list of English Moodle+ Resources, click here**

# Geography

The geography Moodle+ is primarily resourced by the HIAS geography primary and secondary advisers with a focus on teaching and leading geography. It aims to provide primary and secondary geography teachers with resources that can be adapted to be used in lessons and ideas that will support the development of quality teaching. Supporting teachers to develop a bespoke and appropriate curriculum with engaging and challenging lessons is central to the purpose of the resources on the geography Moodle+.

## A taster of what is available on Moodle+ Primary…


Hampshire County Council
Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

**A Guide to Longitudinal Studies at Key Stage 1**

Emma Cooper and Emma Groves
December 2025
Final version

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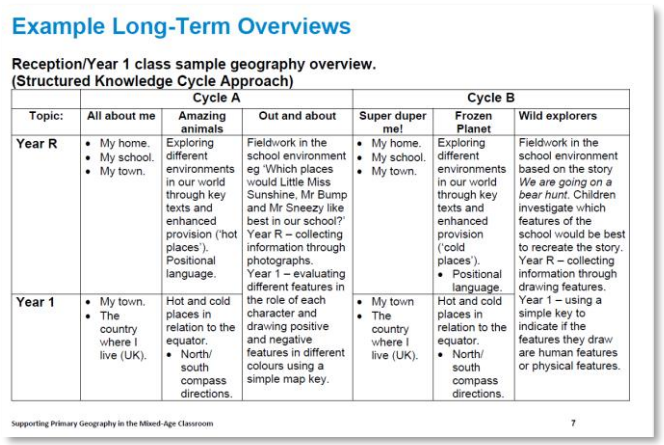
hants.gov.uk

### A guide to longitudinal studies at Key Stage 1

This resource has been created in partnership by the HIAS science and geography advisers. It offers practical guidance to help schools design longitudinal studies that bring together key learning from both subjects. By addressing attainment targets across science and geography in a single study, teachers can make more efficient use of curriculum time. The resource also includes example planning that schools can adapt and embed directly into their own curriculum design.


**Example Long-Term Overviews**

**Reception/Year 1 class sample geography overview.**
**(Structured Knowledge Cycle Approach)**

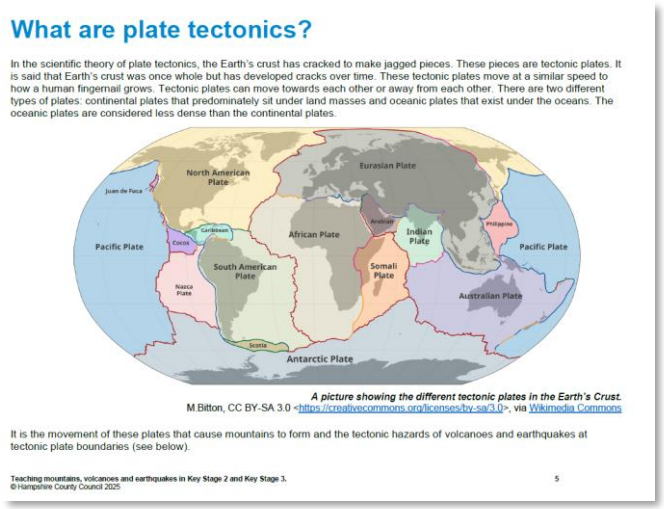
| | Cycle A | | | Cycle B | | |
|---|---|---|---|---|---|---|
| Topic: | All about me | Amazing animals | Out and about | Super duper me! | Frozen Planet | Wild explorers |
| Year R | • My home.<br>• My school.<br>• My town. | Exploring different environments in our world through key texts and enhanced provision ('hot places'). Positional language. | Fieldwork in the school environment eg 'Which places would Little Miss Sunshine, Mr Bump and Mr Sneezy like best in our school?' Year R – collecting information through photographs. Year 1 – evaluating different features in the role of each character and drawing positive and negative features in different colours using a simple map key. | • My home.<br>• My school.<br>• My town. | Exploring different environments in our world through key texts and enhanced provision ('cold places').<br>• Positional language. | Fieldwork in the school environment based on the story *We are going on a bear hunt*. Children investigate which features of the school would be best to recreate the story. Year R – collecting information through drawing features. Year 1 – using a simple key to indicate if the features they draw are human features or physical features. |
| Year 1 | • My town.<br>• The country where I live (UK). | Hot and cold places in relation to the equator.<br>• North/ south compass directions. | | • My town<br>• The country where I live (UK). | Hot and cold places in relation to the equator.<br>• North/ south compass directions. | |

Supporting Primary Geography in the Mixed-Age Classroom 7

### Supporting primary geography in the mixed-age classroom

This resource offers guidance to help teachers create long term curriculum overviews for mixed-age classes. It supports schools in developing cyclical curriculum models and progression across year groups. The guide also includes example long-term overviews for a range of class structures and cyclical approaches, including mixed age classes that span more than one key stage. These examples give teachers a helpful starting point when designing their own curriculum.

## A resource for both primary and secondary geography teachers....


**What are plate tectonics?**

In the scientific theory of plate tectonics, the Earth's crust has cracked to make jagged pieces. These pieces are tectonic plates. It is said that Earth's crust was once whole but has developed cracks over time. These tectonic plates move at a similar speed to how a human fingernail grows. Tectonic plates can move towards each other or away from each other. There are two different types of plates: continental plates that predominately sit under land masses and oceanic plates that exist under the oceans. The oceanic plates are considered less dense than the continental plates.



*A picture showing the different tectonic plates in the Earth's Crust.*
M.Bitton, CC BY-SA 3.0 <https://creativecommons.org/licenses/by-sa/3.0>, via Wikimedia Commons

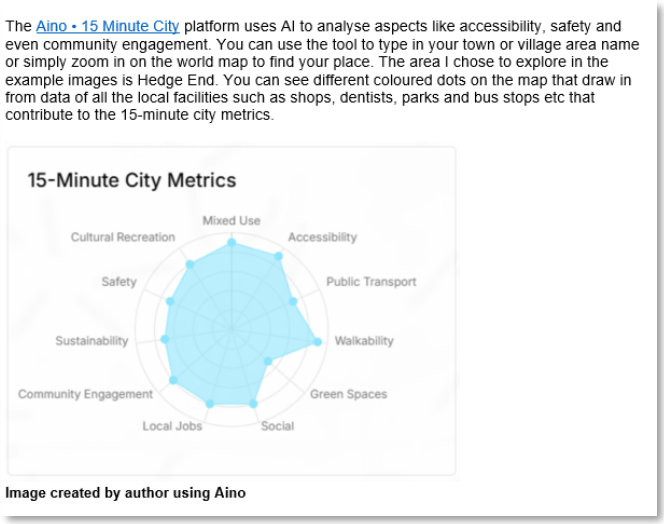
It is the movement of these plates that cause mountains to form and the tectonic hazards of volcanoes and earthquakes at tectonic plate boundaries (see below).

Teaching mountains, volcanoes and earthquakes in Key Stage 2 and Key Stage 3. 5
© Hampshire County Council 2025

### Teaching mountains, volcanoes and earthquakes at Key Stage 2 and Key Stage 3

This resource provides subject leaders with information about what disciplinary knowledge in geography might look like. It contains an exemplar progression of disciplinary knowledge across Reception, Key Stage 1 and Key Stage 2 to support assessment and planning.

# A taster of what is available on Moodle+ Secondary…



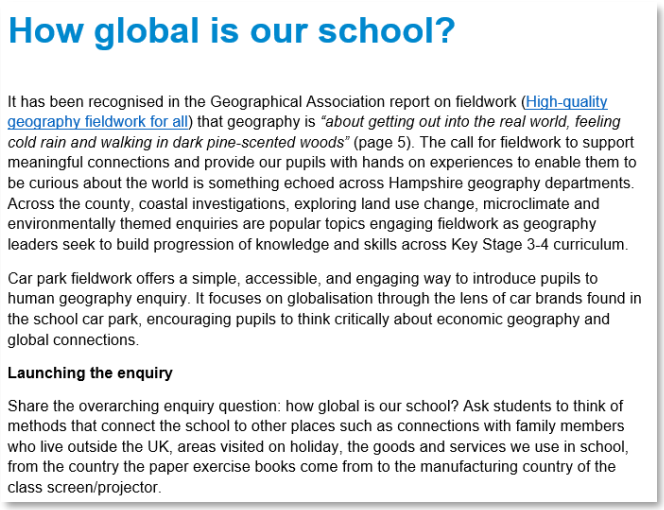
The Aino • 15 Minute City platform uses AI to analyse aspects like accessibility, safety and even community engagement. You can use the tool to type in your town or village area name or simply zoom in on the world map to find your place. The area I chose to explore in the example images is Hedge End. You can see different coloured dots on the map that draw in from data of all the local facilities such as shops, dentists, parks and bus stops etc that contribute to the 15-minute city metrics.



**Image created by author using Aino**

## Using AI in geography

This resource provides creative ideas for using AI in the secondary geography classroom. Both ideas can easily be implemented into school schemes of learning as schools are able to input names of places to analyse and explore further using AI.



## How global is our school?

It has been recognised in the Geographical Association report on fieldwork (High-quality geography fieldwork for all) that geography is *"about getting out into the real world, feeling cold rain and walking in dark pine-scented woods"* (page 5). The call for fieldwork to support meaningful connections and provide our pupils with hands on experiences to enable them to be curious about the world is something echoed across Hampshire geography departments. Across the county, coastal investigations, exploring land use change, microclimate and environmentally themed enquiries are popular topics engaging fieldwork as geography leaders seek to build progression of knowledge and skills across Key Stage 3-4 curriculum.

Car park fieldwork offers a simple, accessible, and engaging way to introduce pupils to human geography enquiry. It focuses on globalisation through the lens of car brands found in the school car park, encouraging pupils to think critically about economic geography and global connections.

**Launching the enquiry**

Share the overarching enquiry question: how global is our school? Ask students to think of methods that connect the school to other places such as connections with family members who live outside the UK, areas visited on holiday, the goods and services we use in school, from the country the paper exercise books come from to the manufacturing country of the class screen/projector.

## How global is our school?

This resource offers an engaging economic fieldwork activity for Key Stage 3 that can be carried out entirely on the school site. It fits easily into economic geography schemes of learning and introduces students to important concepts such as globalisation while strengthening their disciplinary knowledge and fieldwork skills.

# Coming soon to Moodle+…

For primary, we will be adding a guide to creating a knowledge and skills progression document. This guide will provide helpful advice on how each school can create a progression document based on their long-term overviews. It will also include examples to further support schools.

For secondary, we will be adding further Key Stage 3 fieldwork planning to support human and physical fieldwork around the school site and local area. This will help schools include more fieldwork at Key Stage 3, providing an essential foundation for Key Stage 4 fieldwork.

After the success of our teaching mountains, volcanoes and earthquakes guide across Key Stage 2 and Key Stage 3, we will also be adding a cross-phase guide for teaching rivers and the water cycle. This guide will also include key subject knowledge and advice on which content should be taught at which key stage.

**For a full list of Geography Moodle+ Resources, click here**

# History

On the History Moodle+ site, you will find advice and resources to support the improvement of history provision in your school from Key Stage 1-4. Our history team continue to develop and regularly share new materials on the site to support the aims of the National Curriculum, the recommendations from the Curriculum and Assessment Review Report 2025 and success at GCSE. These resources will support history leaders in ensuring that their history curriculum is up to date and ambitious, building a historical framework that is broad, diverse, and complex for children. They also aim to ensure that teaching equips children and young people to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop curiosity, perspective, and the ability to substantiate judgements based on a growing knowledge of how a historian works with evidence to create claims and accounts.

## A taster of what is available on Moodle+ Primary…

**Ancient Sumerian art**

LeastCommonAncestor, CC BY-SA 3.0<https://creativecommons.org/licenses/by-sa/3.0>, via Wikimedia Commons

### Teaching an overview of ancient civilisations

Drawing on the Ofsted subject report for history 2023 and articles from *Primary History Matters*, this resource explores who were the earliest civilisations, where they were situated and what they all had in common. It also provides advice for teaching and recommends further resources for teaching. It is an essential resource for teaching the National Curriculum requirement to teach an overview of the earliest civilisations and a depth study of one of these in Key Stage 2.

**Stonehenge**

### Teaching local history

This resource explores the background to teaching local studies. It draws on the EYFS framework to begin with and then moves on to the specific requirements of Key Stage 1 and Key Stage 2 in the history National Curriculum. It highlights points that you could explore, examples of local history studies from the Hampshire area and highlights the many resources available for schools to help teach local history in depth. It contains links to resources that can immediately be applied to your teaching of this across the school.

**Iron Age and Roman homes**

This Photo by Unknown Author is licensed under CC BY-SA

By Miguel Hermoso Cuesta - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=37729520

### Embedding similarity and difference in the history curriculum

The concept of similarity and difference is explored in this resource from its earliest beginnings in EYFS and the emphasis on similarity and difference and how it underpins learning about this concept in Key Stage 1 and Key Stage 2. It explores the National Curriculum requirements, uses Historical Association articles and research to explore this further and explains the importance of this concept for children. It provides detailed examples of using this concept across the curriculum, with further suggestions given for resources to help you teach this with depth.

# A taster of what is available on Moodle+ Secondary…

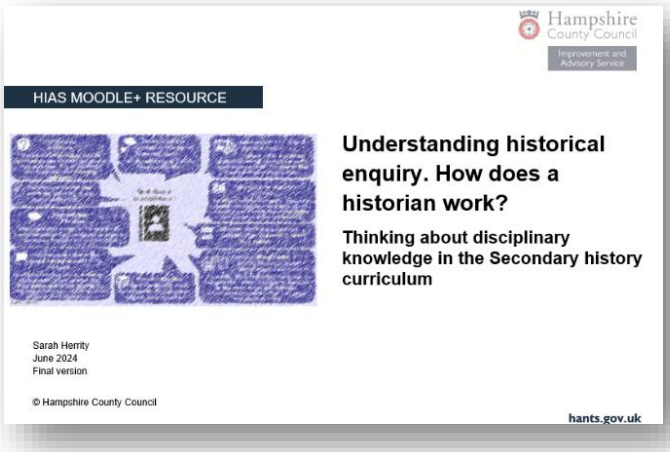
## HIAS subject leader guidance for example on implementing the Curriculum Assessment Review

- Use HIAS history guidance and self-evaluation tools to inform your department action plan.
- Revisit the key findings of the **Ofsted History Subject Report** and HIAS advice on tackling disadvantage to review your history provision.

## Teaching resources with clear disciplinary goals that keep your history curriculum up to date with the Curriculum and Assessment Review

Access inclusive enquiries such as:

- *How does historian David Olusoga use sources to make claims of Black presence in Roman Britain?*
- *Why does Peter Frankopan argue Bagdad was the beating heart of the Islamic World?* and *How did the Silk Roads create a medieval world wide web?*
- *How did enslaved people resist colonial slavery in Jamaica?*
- *A window on India: what does the history of India reveal about British rule? Why did Queen Victoria become 'Empress of India'?*




## Improve your disciplinary knowledge: how do historians work?

- The Curriculum and Assessment Review and Ofsted History Subject Report highlighted the need to improve teaching around historical enquiry.
- Sharpen up your disciplinary knowledge on how historians work through enquiry to create claims and accounts.
- Improve your knowledge of common misconceptions around historical enquiry to improve your teaching approaches.

## Coming soon to Moodle+…

### Primary

- **Understanding disciplinary knowledge**

Disciplinary knowledge is knowledge of how historians study the past. It helps children frame their learning and to place their substantive knowledge in a broader context. This resource will explore the seven main disciplinary concepts and shares best practice and advice for you when embedding these in your history curriculum. It has been highlighted as a key area of focus on the recent Curriculum and Assessment Review Report 2025 and is an important area to understand for history leaders.

- **What do children want to know about the work of an archaeologist?**

This resource will build on the resources already on Moodle+ which explores the work of a historian. It will explore what an archaeologist's work involves and will show children how we can learn about and construct our understanding of history and archaeology. It will provide specific examples across the Key Stage 2 curriculum and link to further resources to help you embed this with depth. The resource seeks to help teachers address a common concern highlighted in the Curriculum and Assessment Review 2025 which suggested a need to enhance students' knowledge of how historians study the past, and how they construct historical claims, arguments and accounts. Knowledge about the work of an archaeologist as well as the work of historians is vital for teachers to grasp to fully understand how the past is studied.

### Secondary

Over the next year we plan to provide:

Advice and examples on implementing Ordinarily Available Provision, adaptive teaching and stretch and challenge in history and to ensure increased pupil progress for all.

**For a full list of History Moodle+ Resources, click here**

# Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

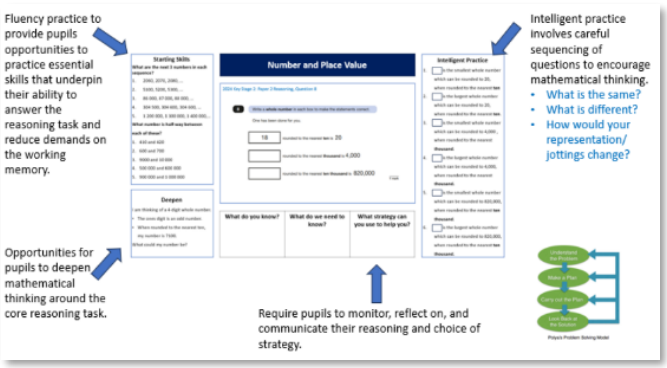
- become fluent in the fundamentals of mathematics – know and use number, calculation facts and skills well
- reason mathematically – be able to talk about the maths they are doing and explain their thinking
- can solve problems – have a range of ways to solve different problems and be prepared to stick at it.

The materials offered in our Maths Moodle+ area will reflect these aims.

## A taster of what is available on Moodle+ Primary…

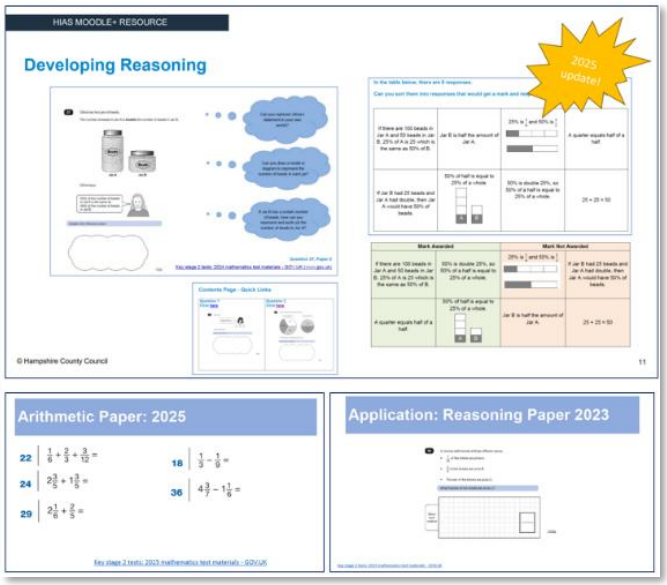
### Mastering key facts in Key Stage 1

This document offers a range of suggested tasks and activities designed to support pupils to recall their number bonds by the end of Key Stage 1. These activities focus on reinforcing key facts through repetition, real-life problem-solving and hands on activities to ensure fluency.




### Reasoning and intelligent practice Year 1 – 6

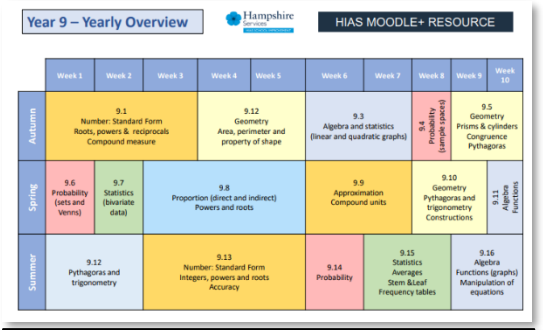
This resource is structured to develop pupils' reasoning across the content domains through a carefully sequenced blend of fluency, intelligent practice and deepening tasks.

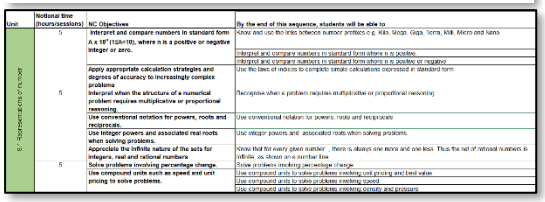



### Year 6 SATs preparation

This resource will provide guidance on how to use question level analysis to construct a bespoke Year 6 revision plan. Anchor tasks have been created to focus on conceptual variation, addressing specific fluency skills within different content domains (taken from the Key Stage 2 mathematics test framework) and their application into routine and non-routine problems in the 2025 reasoning paper.

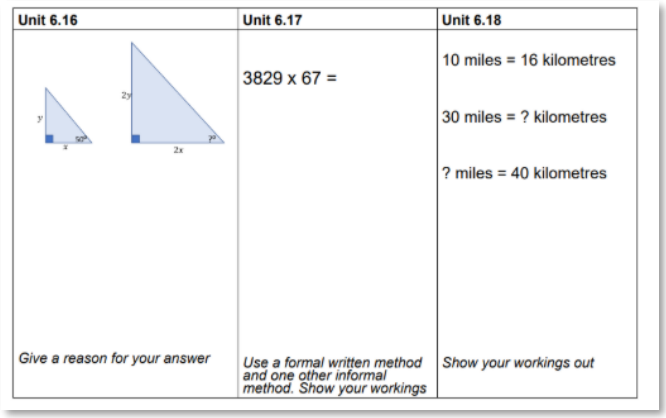
# A taster of what is available on Moodle+ Secondary…



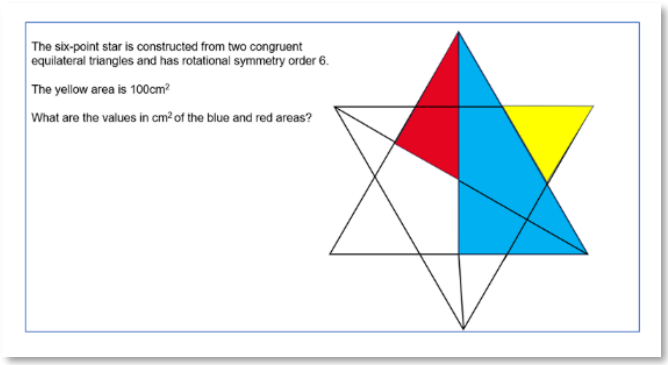

## Long, medium and short-term maps

- A long-term map to support curriculum planning and coverage across the year, term-by-term.
- A medium-term map to aid planning across a number of weeks within a topic, including a break-down of the National Curriculum objectives covered in the unit.
- A short-term overview that plans out the learning journey in more depth and includes suggested tasks, focussing on expected outcomes for students.




## Interleaving, recall and retrieval

These low stakes tasks are designed to enable learners to engage in recall and retrieval by practising skills and recalling knowledge acquired in previous units of work. The example tasks revisit content from the previous three units of work and there is a blank version so that teachers can design more bespoke tasks as appropriate. These tasks are not intended to be tests and can be completed collaboratively as appropriate.




## Engaging thinking tasks in Key Stage 3 and 4

A collection of classroom tasks to encourage talk for learning, reasoning through thinking and problem-solving. These thinking tasks may be ‘non-curricular’ or involve recall and retrieval with a problem-solving element.

## Coming soon to Moodle+…

### Primary

#### Hampshire Scheme of Learning Updates

Rationale:

- greater emphasis on subitising in Year 1: reflects updates to the Early Learning Goals, ensuring continuity from EYFS into Key Stage 1
- clarity and consistency in models and images: reduces cognitive load for learners by using familiar representations, supporting conceptual understanding and progression across year groups
- improved sentence stems to support oracy: enhances mathematical talk and reasoning.

#### Long-term and medium-term plan

Changes to the medium-term planning format provide a clearer view of learning progression across the year, enabling teachers to see how conceptual understanding is built over time, culminating in mastery of National Curriculum objectives by the summer term.

**Unit plan:**

Mathematics advisers have reviewed and refined the existing learning journeys to ensure greater cohesion and progression.

'I can' statements now detail the 'why' and 'how', not just the 'what': promotes a focus on conceptual understanding, ensuring that teaching goes beyond surface-level outcomes to develop deep mathematical thinking.

### Secondary

#### GCSE Toolkit for students working at the grade 3/grade 4 borderline

This toolkit is for teachers to use in Key Stage 4 to support those students who are at risk of not achieving a standard pass at GCSE maths.

Good practice has been collated from a range of Hampshire schools where GCSE results are consistently improving.

The resource will include revision programmes, interventions ideas for bespoke programmes, case studies from other Hampshire schools working with a range of different contexts and cohorts and guidance on the teaching of calculators, reasoning and problem-solving for borderline students.

When using this resource, teachers will focus on securing foundational knowledge and core skills to enable students to access the grade 4 content with confidence, fluency and accuracy.

Whilst a clear focus of this toolkit will be gap-filling to enable students to access further content, it is important that teachers guide students where necessary using scaffolded prompts, appropriate challenge and insightful questions. Students should be encouraged to share their methods, solutions or ideas along the way and should not be restricted to one method or representation.

The development of metacognition for students will thread through this toolkit.

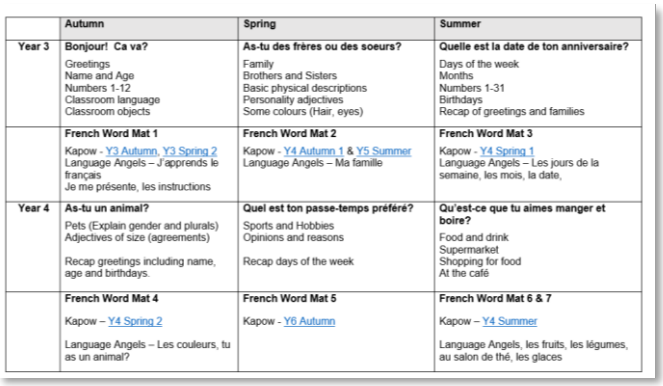
**For a full list of Maths Moodle+ Resources, click here**

# MFL

Bonjour! Hola! Guten Tag!

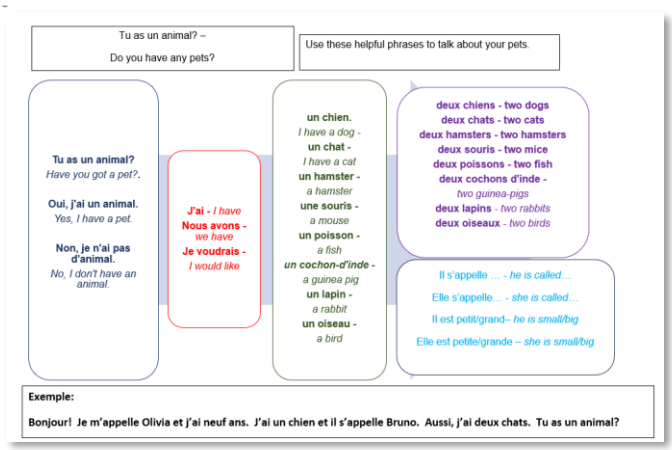
On the MFL Moodle+ page you will find advice and resources developed by the HIAS MFL team and other Hampshire based MFL practitioners to support the teaching, assessment and curriculum development of MFL from Key Stage 2-4. The resources and guidance provided here will support subject leaders in the development of an ambitious curriculum which is sequenced in a logical way and ensures that the three pillars of phonics, vocabulary and grammar are suitably addressed. Additionally, the resources provide inspiration for lesson activities and assessment opportunities which are engaging, motivating and do not take a significant amount of time to create. Resources are now available in French and Spanish.

## A taster of what is available on Moodle+ Primary…



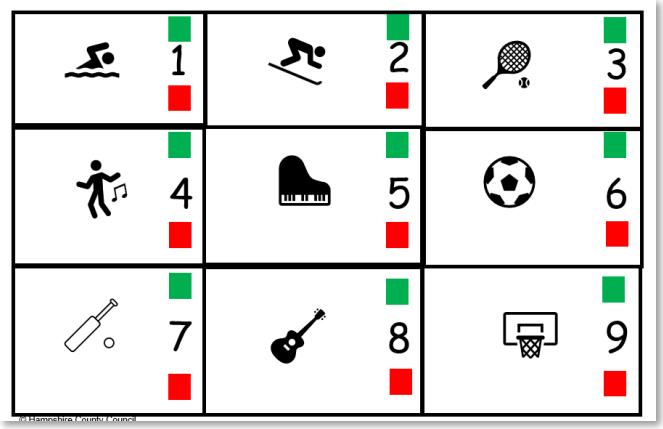
| | Autumn | Spring | Summer |
|---|---|---|---|
| Year 3 | **Bonjour! Ca va?**<br>Greetings<br>Name and Age<br>Numbers 1-12<br>Classroom language<br>Classroom objects | **As-tu des frères ou des soeurs?**<br>Family<br>Brothers and Sisters<br>Basic physical descriptions<br>Personality adjectives<br>Some colours (Hair, eyes) | **Quelle est la date de ton anniversaire?**<br>Days of the week<br>Months<br>Numbers 1-31<br>Birthdays<br>Recap of greetings and families |
| | **French Word Mat 1**<br>Kapow - Y3 Autumn, Y3 Spring 2<br>Language Angels – J'apprends le français<br>Je me présente, les instructions | **French Word Mat 2**<br>Kapow - Y4 Autumn 1 & Y5 Summer<br>Language Angels – Ma famille | **French Word Mat 3**<br>Kapow - Y4 Spring 1<br>Language Angels – Les jours de la semaine, les mois, la date, |
| Year 4 | **As-tu un animal?**<br>Pets (Explain gender and plurals)<br>Adjectives of size (agreements)<br><br>Recap greetings including name, age and birthdays. | **Quel est ton passe-temps préféré?**<br>Sports and Hobbies<br>Opinions and reasons<br><br>Recap days of the week | **Qu'est-ce que tu aimes manger et boire?**<br>Food and drink<br>Supermarket<br>Shopping for food<br>At the café |
| | **French Word Mat 4**<br>Kapow – Y4 Spring 2<br><br>Language Angels – Les couleurs, tu as un animal? | **French Word Mat 5**<br>Kapow - Y6 Autumn | **French Word Mat 6 & 7**<br>Kapow – Y4 Summer<br><br>Language Angels, les fruits, les légumes, au salon de thé, les glaces |

### Editable long-term Key Stage 2 curriculum plans




### A series of editable word mats for each unit of the suggested SoL

Editable word mats on topics including my family, my pets, my hobbies, my school, eating, and shopping.



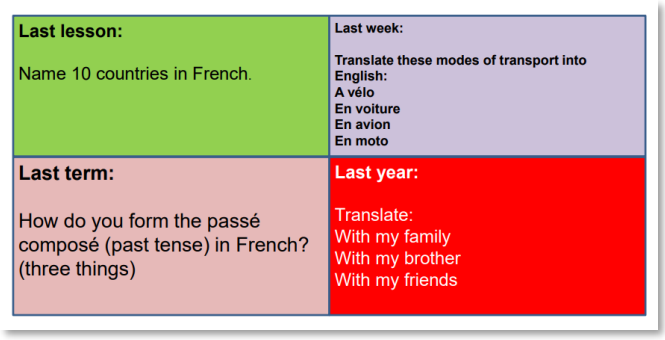

### A collection of editable powerpoint resources per unit

These are comprehensive resources consisting of word mats, as well as examples of listening and speaking, phonics, reading and writing.

## A taster of what is available on Moodle+ Secondary…

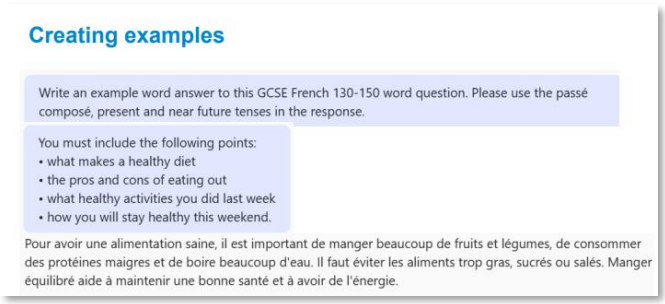
### GCSE options powerpoint

Includes many discussion starters for Key Stage 3 students to raise uptake at GCSE. This detailed resource looks at reasons for taking GCSE languages, career options, interactive slides to engage students, and example GCSE sample paper questions from Edexcel and AQA.




### Practical tips for adaptive teaching and inclusion in the MFL classroom

This resource focuses on making languages accessible to all.




### Using AI to save time and enhance learning

Examples of how AI can be used to plan lessons, create examples, correct work, create grammar tasks and help with formatting.

## Coming soon to Moodle+…

For primary MFL, we will be adding new assessment resources for all four skills in French and Spanish. We will also be uploading mixed year group schemes of learning examples.

Resources on preparing for the new GCSE speaking exam – AQA and Edexcel versions will be added to secondary MFL, as well as a resource on adaptive teaching in MFL.

**For a full list of MFL Moodle+ Resources, click here**

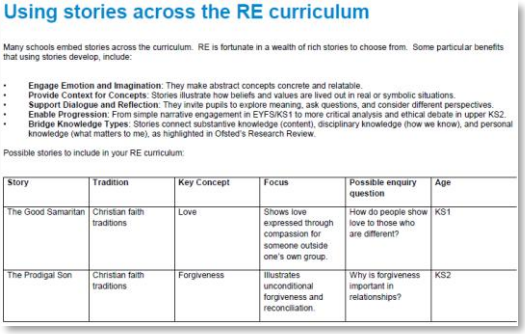
# Religious Education

The Religious Education (RE) Moodle+ contains advice and resources developed by the HIAS RE team to support your school's embedding of the Agreed Syllabus Living Difference IV, through Foundation Stage, Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4.

Materials on the Moodle+ include:

- leadership and management advice
- materials to support effective development of advanced RE curriculum planning
- best practice examples, activities and other ideas for teaching RE according to Living Difference IV
- materials to ensure progression, raising aspiration and attainment for all children and young people across the key stages
- strategies and resources to develop complex questioning and thinking in RE
- articles which bring together research and educational thinking about RE as well as ideas to support teachers to teach RE well.

## A taster of what is available on Moodle+ Primary…



Using stories across the RE curriculum

Many schools embed stories across the curriculum. RE is fortunate in a wealth of rich stories to choose from. Some particular benefits that using stories develop, include:

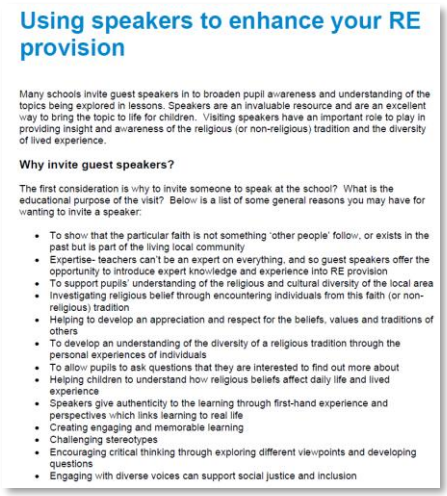
- **Engage Emotion and Imagination**: They make abstract concepts concrete and relatable.
- **Provide Context for Concepts**: Stories illustrate how beliefs and values are lived out in real or symbolic situations.
- **Support Dialogue and Reflection**: They invite pupils to explore meaning, ask questions, and consider different perspectives.
- **Enable Progression**: From simple narrative engagement in EYFS/KS1 to more critical analysis and ethical debate in upper KS2.
- **Bridge Knowledge Types**: Stories connect substantive knowledge (content), disciplinary knowledge (how we know), and personal knowledge (what matters to me), as highlighted in Ofsted's Research Review.

Possible stories to include in your RE curriculum:

| Story | Tradition | Key Concept | Focus | Possible enquiry question | Age |
|---|---|---|---|---|---|
| The Good Samaritan | Christian faith traditions | Love | Shows love expressed through compassion for someone outside one's own group. | How do people show love to those who are different? | KS1 |
| The Prodigal Son | Christian faith traditions | Forgiveness | Illustrates unconditional forgiveness and reconciliation. | Why is forgiveness important in relationships? | KS2 |

### Using stories across the RE curriculum

A resource identifying the benefits of using stories as a central part of RE teaching and learning. The resource also provides a list of stories with possible enquiry questions and how they link to relevant concepts.



Using speakers to enhance your RE provision

Many schools invite guest speakers in to broaden pupil awareness and understanding of the topics being explored in lessons. Speakers are an invaluable resource and are an excellent way to bring the topic to life for children. Visiting speakers have an important role to play in providing insight and awareness of the religious (or non-religious) tradition and the diversity of lived experience.

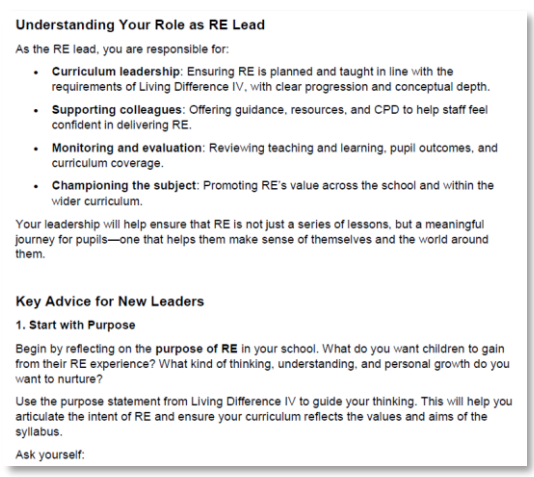
**Why invite guest speakers?**

The first consideration is why to invite someone to speak at the school? What is the educational purpose of the visit? Below is a list of some general reasons you may have for wanting to invite a speaker:

- To show that the particular faith is not something 'other people' follow, or exists in the past but is part of the living local community
- Expertise- teachers can't be an expert on everything, and so guest speakers offer the opportunity to introduce expert knowledge and experience into RE provision
- To support pupils' understanding of the religious and cultural diversity of the local area
- Investigating religious belief through encountering individuals from this faith (or non-religious) tradition
- Helping to develop an appreciation and respect for the beliefs, values and traditions of others
- To develop an understanding of the diversity of a religious tradition through the personal experiences of individuals
- To allow pupils to ask questions that they are interested to find out more about
- Helping children to understand how religious beliefs affect daily life and lived experience
- Speakers give authenticity to the learning through first-hand experience and perspectives which links learning to real life
- Creating engaging and memorable learning
- Challenging stereotypes
- Encouraging critical thinking through exploring different viewpoints and developing questions
- Engaging with diverse voices can support social justice and inclusion

### Using speakers to enhance your RE provision

This document highlights some of the benefits of using speakers throughout the curriculum along with practical steps and planning guidelines for inviting guests into school. Many schools invite guest speakers in to broaden pupil awareness and understanding of the topics being explored in lessons. Speakers are an invaluable resource and are an excellent way to bring the topic to life for children. Visiting speakers have an important role to play in providing insight and awareness of the religious (or non-religious) tradition and the diversity of lived experience.



**Understanding Your Role as RE Lead**

As the RE lead, you are responsible for:

- **Curriculum leadership**: Ensuring RE is planned and taught in line with the requirements of Living Difference IV, with clear progression and conceptual depth.
- **Supporting colleagues**: Offering guidance, resources, and CPD to help staff feel confident in delivering RE.
- **Monitoring and evaluation**: Reviewing teaching and learning, pupil outcomes, and curriculum coverage.
- **Championing the subject**: Promoting RE's value across the school and within the wider curriculum.

Your leadership will help ensure that RE is not just a series of lessons, but a meaningful journey for pupils—one that helps them make sense of themselves and the world around them.

**Key Advice for New Leaders**

**1. Start with Purpose**

Begin by reflecting on the **purpose of RE** in your school. What do you want children to gain from their RE experience? What kind of thinking, understanding, and personal growth do you want to nurture?

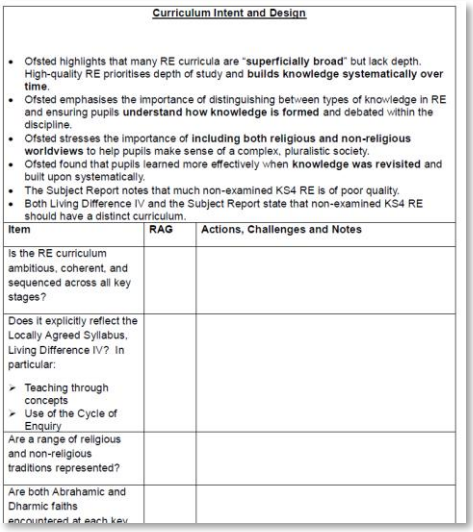
Use the purpose statement from Living Difference IV to guide your thinking. This will help you articulate the intent of RE and ensure your curriculum reflects the values and aims of the syllabus.

Ask yourself:

### New to leading RE in the primary phase? A practical guide for subject leaders

Taking on the role of RE subject leader is a rewarding opportunity to shape how children explore meaning, reflect on their experiences, and engage with diverse religious and non-religious traditions. RE is a subject that invites deep thinking, personal reflection, and enquiry. As a new leader, your role is to ensure that this learning is coherent, purposeful, and rooted in the Living Difference IV approach. This guide offers practical advice and a structured checklist to help you get started.

# A taster of what is available on Moodle+ Secondary…



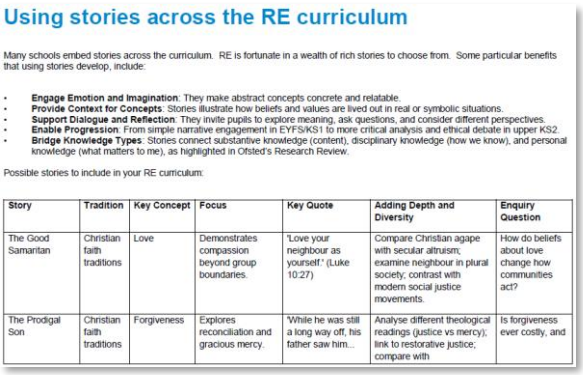
**Curriculum Intent and Design**

- Ofsted highlights that many RE curricula are "**superficially broad**" but lack depth. High-quality RE prioritises depth of study and **builds knowledge systematically over time**.
- Ofsted emphasises the importance of distinguishing between types of knowledge in RE and ensuring pupils **understand how knowledge is formed** and debated within the discipline.
- Ofsted stresses the importance of **including both religious and non-religious worldviews** to help pupils make sense of a complex, pluralistic society.
- Ofsted found that pupils learned more effectively when **knowledge was revisited** and built upon systematically.
- The Subject Report notes that much non-examined KS4 RE is of poor quality.
- Both Living Difference IV and the Subject Report state that non-examined KS4 RE should have a distinct curriculum.

| Item | RAG | Actions, Challenges and Notes |
|---|---|---|
| Is the RE curriculum ambitious, coherent, and sequenced across all key stages? | | |
| Does it explicitly reflect the Locally Agreed Syllabus, Living Difference IV? In particular:<br>➢ Teaching through concepts<br>➢ Use of the Cycle of Enquiry | | |
| Are a range of religious and non-religious traditions represented? | | |
| Are both Abrahamic and Dharmic faiths encountered at each key | | |

## Secondary RE leader checklist

This checklist is based on the requirements of the Locally Agreed Syllabus, Living Difference IV, along with recent Ofsted publications; the Ofsted Research Review for RE and the Ofsted Subject Report for RE. These give helpful insights into what high quality provision looks like, and some of the pitfalls to avoid. The resource offers a checklist for subject leaders taking into account some of the key areas highlighted by these two reports.



**Using stories across the RE curriculum**

Many schools embed stories across the curriculum. RE is fortunate in a wealth of rich stories to choose from. Some particular benefits that using stories develop, include:

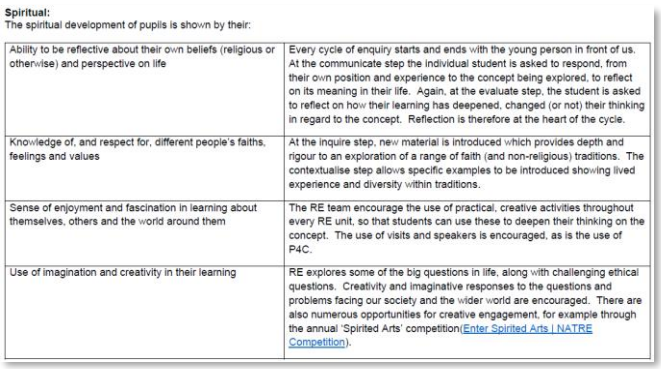
- **Engage Emotion and Imagination**: They make abstract concepts concrete and relatable.
- **Provide Context for Concepts**: Stories illustrate how beliefs and values are lived out in real or symbolic situations.
- **Support Dialogue and Reflection**: They invite pupils to explore meaning, ask questions, and consider different perspectives.
- **Enable Progression**: From simple narrative engagement in EYFS/KS1 to more critical analysis and ethical debate in upper KS2.
- **Bridge Knowledge Types**: Stories connect substantive knowledge (content), disciplinary knowledge (how we know), and personal knowledge (what matters to me), as highlighted in Ofsted's Research Review.

Possible stories to include in your RE curriculum:

| Story | Tradition | Key Concept | Focus | Key Quote | Adding Depth and Diversity | Enquiry Question |
|---|---|---|---|---|---|---|
| The Good Samaritan | Christian faith traditions | Love | Demonstrates compassion beyond group boundaries. | "Love your neighbour as yourself." (Luke 10:27) | Compare Christian agape with secular altruism; examine neighbour in plural society; contrast with modern social justice movements. | How do beliefs about love change how communities act? |
| The Prodigal Son | Christian faith traditions | Forgiveness | Explores reconciliation and gracious mercy. | "While he was still a long way off, his father saw him... | Analyse different theological readings (justice vs mercy); link to restorative justice; compare with | Is forgiveness ever costly, and |

## Using stories across the RE curriculum

This resource highlights the importance of using stories in the curriculum and some of the benefits this can bring. Practical examples are offered of appropriate stories from a number of religious and non-religious traditions, along with how these link to particular concepts, focus and enquiry questions.



**Spiritual:**
The spiritual development of pupils is shown by their:

| | |
|---|---|
| Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life | Every cycle of enquiry starts and ends with the young person in front of us. At the communicate step the individual student is asked to respond, from their own position and experience to the concept being explored, to reflect on its meaning in their life. Again, at the evaluate step, the student is asked to reflect on how their learning has deepened, changed (or not) their thinking in regard to the concept. Reflection is therefore at the heart of the cycle. |
| Knowledge of, and respect for, different people's faiths, feelings and values | At the inquire step, new material is introduced which provides depth and rigour to an exploration of a range of faith (and non-religious) traditions. The contextualise step allows specific examples to be introduced showing lived experience and diversity within traditions. |
| Sense of enjoyment and fascination in learning about themselves, others and the world around them | The RE team encourage the use of practical, creative activities throughout every RE unit, so that students can use these to deepen their thinking on the concept. The use of visits and speakers is encouraged, as is the use of P4C. |
| Use of imagination and creativity in their learning | RE explores some of the big questions in life, along with challenging ethical questions. Creativity and imaginative responses to the questions and problems facing our society and the wider world are encouraged. There are also numerous opportunities for creative engagement, for example through the annual 'Spirited Arts' competition(Enter Spirited Arts \| NATRE Competition). |

## How can RE contribute to whole school SMSC provision in secondary school

Schools are required to promote spiritual, moral, social and cultural (SMSC) development. This is a whole school requirement and one where RE can be a powerful support. This resource offers suggestions for ways in which RE can support SMSC throughout the curriculum.

# Coming soon to Moodle+…

Upcoming resources will include a mix of practical teaching and learning strategies and advice for subject leaders. Resources include:

### Primary

- Example Cycle of Enquiry on the concept of 'Belief' for primary RE
- Decolonising the curriculum: advice for subject leads on creating an inclusive RE curriculum in primary schools.

### Secondary

- Using P4C to promote depth in the secondary RE classroom. Practical strategies and guidance.
- The right to withdraw from RE and Collective Worship. Advice, guidance and examples of how to manage this process for secondary schools.

**For a full list of Religious Education Moodle+ Resources, click here**

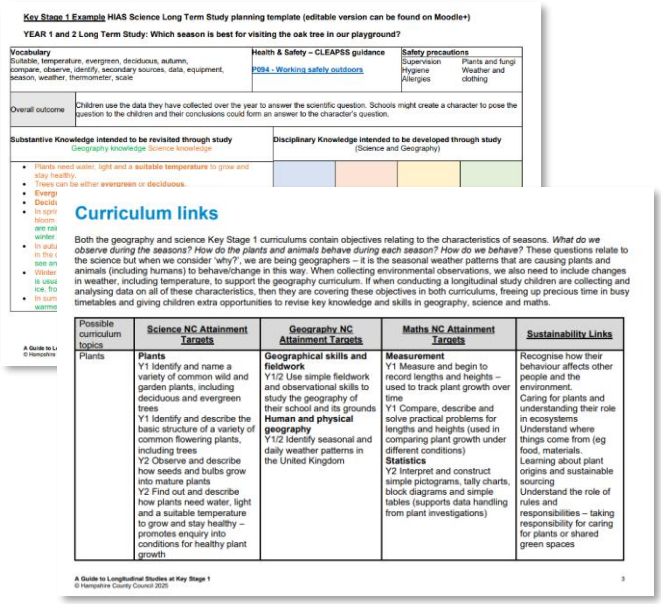
# Science

On the science Moodle+ you will find advice and resources developed by the HIAS science team and teachers to support the teaching and assessment of science from Key Stage 1-4.

These resources will include:

- evidence-informed materials to support effective curriculum planning
- high-quality, research-based examples, activities and ideas for teaching science
- resources developed to promote inclusive, high-quality teaching and enable all learners to access the science curriculum
- materials designed to secure progression and raise aspiration and attainment for all learners across the key stages.

## A taster of what is available on Moodle+ Primary…



Key Stage 1 Example HIAS Science Long Term Study planning template (editable version can be found on Moodle+)

YEAR 1 and 2 Long Term Study: Which season is best for visiting the oak tree in our playground?

| Vocabulary | Health & Safety – CLEAPSS guidance | Safety precautions |
|---|---|---|
| Suitable, temperature, evergreen, deciduous, autumn, compare, observe, identify, secondary sources, data, equipment, season, weather, thermometer, scale | P094 - Working safely outdoors | Supervision, Hygiene, Allergies, Plants and fungi, Weather and clothing |
| Overall outcome | Children use the data they have collected over the year to answer the scientific question. Schools might create a character to pose the question to the children and their conclusions could form an answer to the character's question. | |

| Substantive Knowledge intended to be revisited through study | Disciplinary Knowledge intended to be developed through study |
|---|---|
| Geography knowledge Science knowledge | (Science and Geography) |



Curriculum links

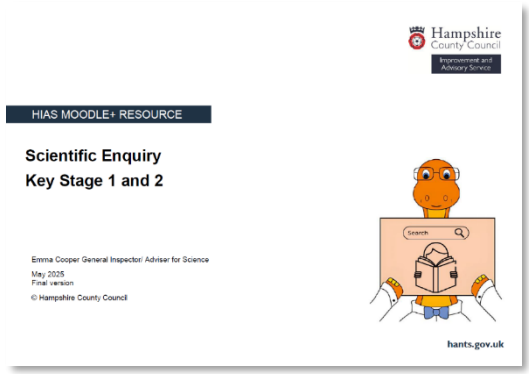
Both the geography and science Key Stage 1 curriculums contain objectives relating to the characteristics of seasons. *What do we observe during the seasons? How do the plants and animals behave during each season? How do we behave?* These questions relate to the science but when we consider 'why?', we are being geographers – it is the seasonal weather patterns that are causing plants and animals (including humans) to behave/change in this way. When collecting environmental observations, we also need to include changes in weather, including temperature, to support the geography curriculum. If when conducting a longitudinal study children are collecting and analysing data on all of these characteristics, then they are covering these objectives in both curriculums, freeing up precious time in busy timetables and giving children extra opportunities to revise key knowledge and skills in geography, science and maths.

| Possible curriculum topics | Science NC Attainment Targets | Geography NC Attainment Targets | Maths NC Attainment Targets | Sustainability Links |
|---|---|---|---|---|
| Plants | **Plants**<br>Y1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>Y1 Identify and describe the basic structure of a variety of common flowering plants, including trees<br>Y2 Observe and describe how seeds and bulbs grow into mature plants<br>Y2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy – promotes enquiry into conditions for healthy plant growth | **Geographical skills and fieldwork**<br>Y1/2 Use simple fieldwork and observational skills to study the geography of their school and its grounds<br>**Human and physical geography**<br>Y1/2 Identify seasonal and daily weather patterns in the United Kingdom | **Measurement**<br>Y1 Measure and begin to record lengths and heights – used to track plant growth over time<br>Y1 Compare, describe and solve practical problems for lengths and heights (used in comparing plant growth under different conditions)<br>**Statistics**<br>Y2 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (supports data handling from plant investigations) | Recognise how their behaviour affects other people and the environment.<br>Caring for plants and understanding their role in ecosystems<br>Understand where things come from (eg food, materials.<br>Learning about plant origins and sustainable sourcing<br>Understand the role of rules and responsibilities – taking responsibility for caring for plants or shared green spaces |

A Guide to Longitudinal Studies at Key Stage 1 © Hampshire County Council 2025 3

### A guide to longitudinal studies at Key Stage 1

This comprehensive guide to longitudinal studies at Key Stage 1 has been developed to support teachers in planning, delivering, and enriching enquiry-based science and geography. By offering clear explanations, practical examples, and fully resourced templates, the document empowers schools to make purposeful use of ongoing observational studies that build knowledge, strengthen disciplinary skills, and maximise curriculum time. Whether used to enhance seasonal change teaching, develop fieldwork skills, or strengthen cross-curricular learning, this resource provides a structured yet flexible framework that helps children develop curiosity, confidence, and a deeper understanding of the world around them.



Hampshire County Council

Improvement and Advisory Service

HIAS MOODLE+ RESOURCE

Scientific Enquiry

Key Stage 1 and 2

Emma Cooper General Inspector/ Advisor for Science

May 2025

Final version

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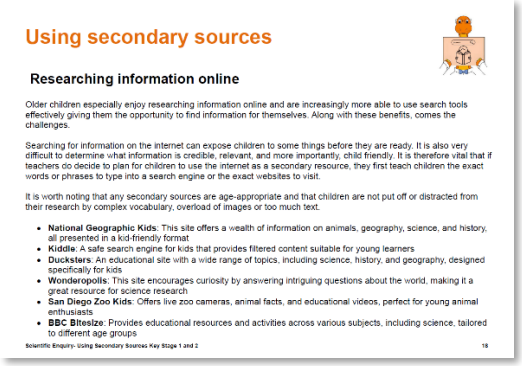


Using secondary sources

Researching information online

Older children especially enjoy researching information online and are increasingly more able to use search tools effectively giving them the opportunity to find information for themselves. Along with these benefits, comes the challenges.

Searching for information on the internet can expose children to some things before they are ready. It is also very difficult to determine what information is credible, relevant, and more importantly, child friendly. It is therefore vital that if teachers do decide to plan for children to use the internet as a secondary resource, they first teach children the exact words or phrases to type into a search engine or the exact websites to visit.

It is worth noting that any secondary sources are age-appropriate and that children are not put off or distracted from their research by complex vocabulary, overload of images or too much text.

- **National Geographic Kids**: This site offers a wealth of information on animals, geography, science, and history, all presented in a kid-friendly format
- **Kiddle**: A safe search engine for kids that provides filtered content suitable for young learners
- **Ducksters**: An educational site with a wide range of topics, including science, history, and geography, designed specifically for kids
- **Wonderopolis**: This site encourages curiosity by answering intriguing questions about the world, making it a great resource for science research
- **San Diego Zoo Kids**: Offers live zoo cameras, animal facts, and educational videos, perfect for young animal enthusiasts
- **BBC Bitesize**: Provides educational resources and activities across various subjects, including science, tailored to different age groups

Scientific Enquiry- Using Secondary Sources Key Stage 1 and 2 18

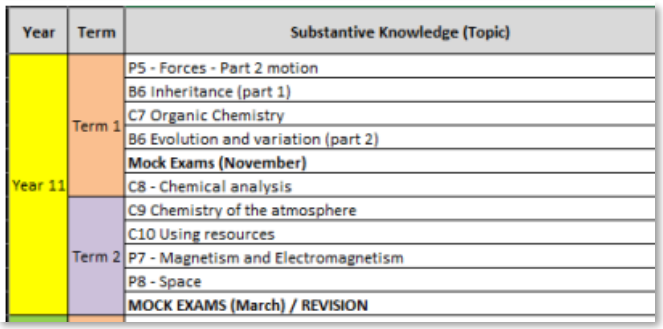
### Scientific enquiry: Key Stage 1 and 2 – using secondary sources

Scientific enquiry – using secondary sources (KS1 and KS2) is a comprehensive HIAS resource designed to support primary teachers in developing pupils' disciplinary knowledge within the working scientifically curriculum. It offers clear guidance on how to integrate high-quality secondary sources into science lessons – ranging from picture books and websites to documentaries, visitors, and educational trips. Packed with practical examples, curated reading lists, and trusted online tools, this resource helps teachers plan engaging, age-appropriate enquiry opportunities that strengthen scientific understanding and promote curiosity. It also includes links to additional HIAS disciplinary knowledge materials and classroom posters, making it an invaluable companion for well-structured science provision across Key Stages 1 and 2.

## Cultural capital in primary science

This resource supports schools in building a rich, inclusive science curriculum that strengthens pupils' scientific and cultural capital. It provides ready-to-use posters, templates and resources that help teachers introduce influential scientists, highlight diverse scientific careers, and make meaningful links between science learning and the wider world. Designed to be flexible and practical, the resource enables schools to bring science to life across the curriculum and create environments where every child can see themselves as a scientist.

# A taster of what is available on Moodle+ Secondary…



| Year | Term | Substantive Knowledge (Topic) |
|---|---|---|
| Year 11 | Term 1 | P5 - Forces - Part 2 motion |
| | | B6 Inheritance (part 1) |
| | | C7 Organic Chemistry |
| | | B6 Evolution and variation (part 2) |
| | | **Mock Exams (November)** |
| | | C8 - Chemical analysis |
| | Term 2 | C9 Chemistry of the atmosphere |
| | | C10 Using resources |
| | | P7 - Magnetism and Electromagnetism |
| | | P8 - Space |
| | | **MOCK EXAMS (March) / REVISION** |

## Key Stage 4 sequencing

This resource offers a model curriculum that is applicable to any Key Stage 4 course structure. Approximate number of hours for each GCSE unit along with topic sequencing suggestions and mapping of working scientifically mean that the science leaders do not have to start planning for change from scratch. This spreadsheet style resource is easily downloaded and editable.

This resource can be found in the Secondary Science Moodle+ area along with lots more Key Stage 3 and Key Stage 4 supporting material such as SLOP booklets, disciplinary knowledge trackers and useful evidence informed best practice.

## Science and climate unity lesson

With climate unity high on the agenda across the globe, we have provided an example linking sustainability to scientific knowledge and skills. This resource takes a light-hearted approach to learning about recyclability before backing up the science of why some materials are recyclable with evidence from practical use of microscopes including some surprising observations.

The slides and guidance for this fully resourced one hour lesson are available under the science and sustainability area of Science Moodle+.

# Coming soon to Moodle+…

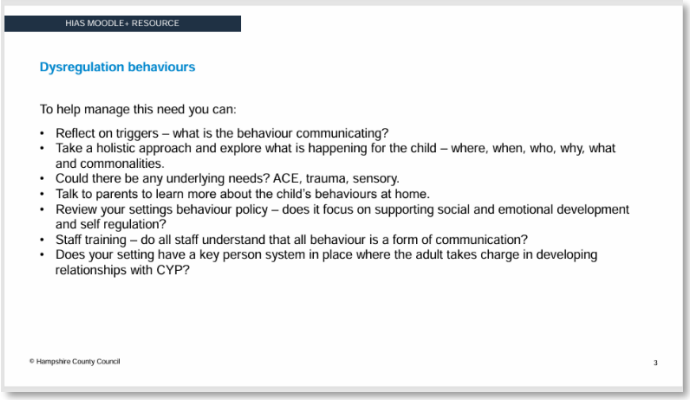
We will be uploading a new resource to Primary Moodle+ on primary science misconception alerts (Key Stage 1-2). An addition to both primary and secondary will be working scientifically skills continuum (EYFS to Key Stage 4). Secondary science will also have a new resource covering teaching and revising required practical tasks.

**For a full list of Science Moodle+ Resources, click here**

# Special Educational Needs

On Moodle+ you will find a variety of resources created by the HIAS SEND team to support the improvement of teaching and learning of pupils with SEND. Our intention is to offer resources that support schools to continually improve outcomes for learners and remove barriers to learning as well as supporting SENCos to lead provision effectively and efficiently. We aim to develop and grow resources over time to reflect the needs and requests of teachers and leaders.

## A taster of what is available on Moodle+ Primary…


HIAS MOODLE+ RESOURCE

Dysregulation behaviours

To help manage this need you can:

- Reflect on triggers – what is the behaviour communicating?
- Take a holistic approach and explore what is happening for the child – where, when, who, why, what and commonalities.
- Could there be any underlying needs? ACE, trauma, sensory.
- Talk to parents to learn more about the child's behaviours at home.
- Review your settings behaviour policy – does it focus on supporting social and emotional development and self regulation?
- Staff training – do all staff understand that all behaviour is a form of communication?
- Does your setting have a key person system in place where the adult takes charge in developing relationships with CYP?

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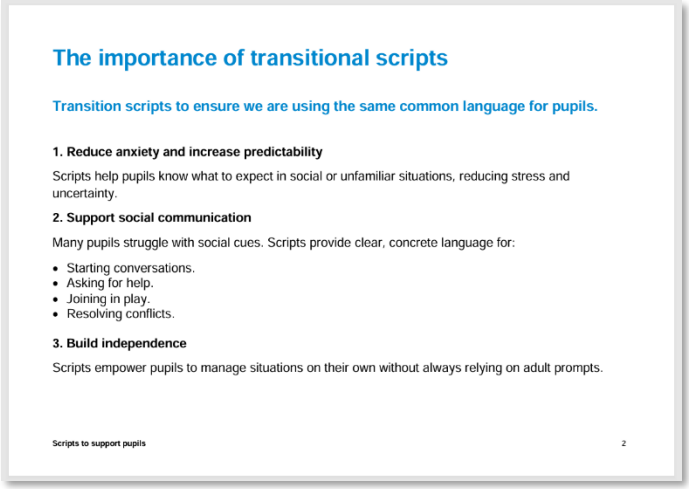
### Dysregulation strategies

These resources outline dysregulation strategies and pupil scripts to support staff when dealing with dysregulated pupils.

This resource is also available on Secondary Moodle+.


The importance of transitional scripts

Transition scripts to ensure we are using the same common language for pupils.

**1. Reduce anxiety and increase predictability**

Scripts help pupils know what to expect in social or unfamiliar situations, reducing stress and uncertainty.

**2. Support social communication**

Many pupils struggle with social cues. Scripts provide clear, concrete language for:

- Starting conversations.
- Asking for help.
- Joining in play.
- Resolving conflicts.

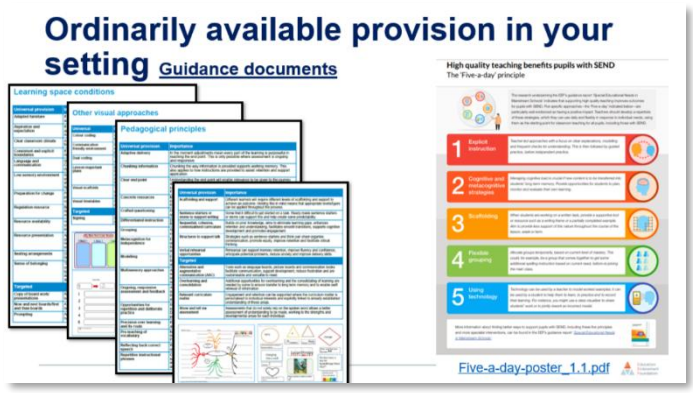
**3. Build independence**

Scripts empower pupils to manage situations on their own without always relying on adult prompts.

Scripts to support pupils 2

### Scripts to support pupils

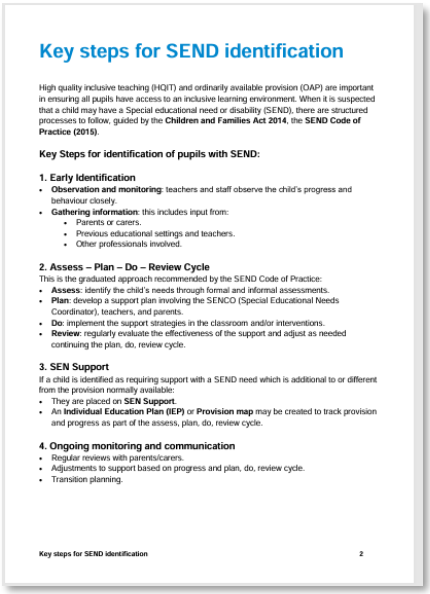
This resource outlines the importance of transition with example scripts to support with different transition times.




### Ordinarily available provision and SEN

This resource outlines OAP and SEN classroom support approaches and considerations.

# A taster of what is available on Moodle+ Secondary…



Key steps for SEND identification

High quality inclusive teaching (HQIT) and ordinarily available provision (OAP) are important in ensuring all pupils have access to an inclusive learning environment. When it is suspected that a child may have a Special educational need or disability (SEND), there are structured processes to follow, guided by the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**.

**Key Steps for identification of pupils with SEND:**

**1. Early Identification**
- **Observation and monitoring**: teachers and staff observe the child's progress and behaviour closely.
- **Gathering information**: this includes input from:
  - Parents or carers.
  - Previous educational settings and teachers.
  - Other professionals involved.

**2. Assess – Plan – Do – Review Cycle**
This is the graduated approach recommended by the SEND Code of Practice:
- **Assess**: identify the child's needs through formal and informal assessments.
- **Plan**: develop a support plan involving the SENCO (Special Educational Needs Coordinator), teachers, and parents.
- **Do**: implement the support strategies in the classroom and/or interventions.
- **Review**: regularly evaluate the effectiveness of the support and adjust as needed continuing the plan, do, review cycle.

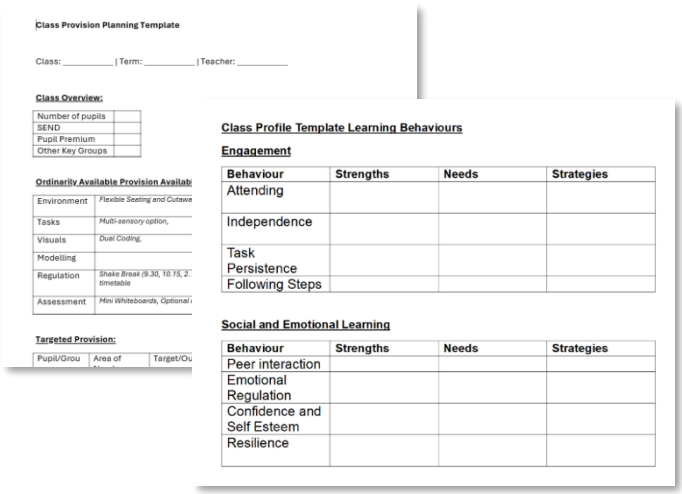
**3. SEN Support**
If a child is identified as requiring support with a SEND need which is additional to or different from the provision normally available:
- They are placed on **SEN Support**.
- An **Individual Education Plan (IEP)** or **Provision map** may be created to track provision and progress as part of the assess, plan, do, review cycle.

**4. Ongoing monitoring and communication**
- Regular reviews with parents/carers.
- Adjustments to support based on progress and plan, do, review cycle.
- Transition planning.

Key steps for SEND identification 2

## SEND identification

This document outlines key steps for SEND identification.



Class Provision Planning Template

Class: _____ | Term: _____ | Teacher: _____

Class Overview:

| | |
|---|---|
| Number of pupils | |
| SEND | |
| Pupil Premium | |
| Other Key Groups | |

Ordinarily Available Provision Availab

| | |
|---|---|
| Environment | Flexible Seating and Cutawa |
| Tasks | Multi-sensory option, |
| Visuals | Dual Coding, |
| Modelling | |
| Regulation | Shake Break (9.30, 10.15, 2. timetable |
| Assessment | Mini Whiteboards, Optional |

Targeted Provision:

| Pupil/Grou | Area of | Target/Ou |
|---|---|---|

Class Profile Template Learning Behaviours

Engagement

| Behaviour | Strengths | Needs | Strategies |
|---|---|---|---|
| Attending | | | |
| Independence | | | |
| Task Persistence | | | |
| Following Steps | | | |

Social and Emotional Learning

| Behaviour | Strengths | Needs | Strategies |
|---|---|---|---|
| Peer interaction | | | |
| Emotional Regulation | | | |
| Confidence and Self Esteem | | | |
| Resilience | | | |

## Templates

This resource has class provision and profile planning templates.

## Coming soon to Moodle+…

New resources on primary Moodle+ will include inclusion in practice, and a range of social stories to support fire alarms in primary settings. This resource will also be created for secondary settings on secondary Moodle+. A further secondary resource will be supporting SEN – what does good look like?

**For a full list of Special Educational Needs Moodle+ Resources, click here**

# Primary

## Planning

African Life KS2 Scheme of Work
American Artist Year 6 Scheme of Work
An Arctic World
Anni Albers
Anni Albers – the work of a craftsperson Scheme of Work
Angels KS1
Architects
Art and Multiplication KS2 Scheme of Work
Climate Change Primary Scheme of Work
Colour and Shape KS1 Scheme of Work: An Art and Maths Project
Crafty Ideas – using ephemera and fusible fibres to create collage, responding to the work of Liaqat Rasul
Crazy for clay
Crazy for clay – EYFS
Crazy for clay KS2 Years 3 and 4
Creatures KS1 Scheme of Work
Cultures and drawing – Year 3 and 4
Ephrem Kouakou
Everyday drawing using inks Years 5 and 6
Exploring painting Years 5 and 6
Front cover for a Year 1 and 2 project: Investigating Form including drawing, painting, and sculpture
Frozen: Art responding to an Arctic World
Geometric patterns and collage KS1 scheme of work
Geometric patterns and collage KS2 scheme of work
Graffiti KS2
Investigating Form – using Mod Roc
Investigating Painting Scheme of Work (Years 3 and 4)
Irresistible Painting Year 3 and 4 Scheme of Work
Landscapes KS2
Learning Journeys in Sketchbooks inspired by Clarice Cliff and Art Deco designs
Learning Journey Shang Dynasty ideas
Leonardo the Inventor
LS Lowry & Cynthia B Crier – architecture Years 5 and 6
Lost Words
Magical Printing – combining monoprinting with inks and pastels and responding to the work of artist Lubaina Himid – KS2
Magical Printing – using pastel monoprinting to look at the human figure and to respond to the artwork by Christopher Corr
Make do and mend textiles KS1
Marvellous marbling using marbling inks – A scheme of work for KS2 – Years 5 and 6
Marvellous marbling using shaving foam KS1
Monsters Years 3 and 4
Nature and textiles
Painted Papers
Painted Papers Scheme of Work
Pirates – An Early Years' EAD Project
Planning Art Enrichment
Plants and Recycling KS2 Scheme of Work
Recycling sculpture: creating an untitled piece of artwork
Recycling sculpture KS1 Scheme of Work
Sculptural Hangings KS1 front cover
Sculptural Hangings KS2 front cover
Sculptural Hangings Scheme of Work KS1
Sculptural Hangings Scheme of Work KS2
Sculptural Journeys Year 5 Scheme of Work
Sculpture Scheme of Work Years 1 and 2: Something about 3D
Sequencing in collage
South America KS2 Scheme of Work
Space and Planets
Stone Age KS2
Superheroes Scheme of Work
Year 5 Learning Journey – The Amazon

## Knowledge organisers

A sense of place – Island life
Intent, Implementation, and Impact in Primary Art
Knowledge organisers – A template idea KS1 and 2
LS Lowry and Cynthia B Crier – Architecture Years 5 and 6: a knowledge organiser

## Literacy

An Extended Art Vocabulary
Art Skills – KS2
Prompt for looking at Artists' Work
The Language of Evaluation
The Language of Explanation
Vocabulary
Vocabulary dual-coding
Vocabulary dual-coding ART – EYFS

# Art

## Sketchbooks

Sketchbook pages

Sketchbook pages – sharing a learning journey about Explorers

Sketchbook pages – sharing a learning journey

Ways of using sketchbook

## Assessment and progression

American artist assessment scheme

Art assessment (investigating painting)

Art assessment for sculpture Years 1 and 2

Art assessment sculpture – Year 5

Assessment considerations Years 1 and 2: something about 3D

Assessment guide – geometric patters – painting and textiles KS1

Assessment guide – geometric patterns and collage

Assessment guide – irresistible painting Year 3 and 4

Assessment guide – sculptural hangings KS1

Assessment guide – sculptural hangings KS2

Crazy for clay KS2 Years 3 and 4 assessment

Drawing, painting, printing progression of skills KS1

Drawing, painting, printing KS2, Years 5 and 6 progression of skills

KS1 self-evaluation guide

Sculpture progression of skills years 1 and 2

Sculpture Year 3 and 4 progression

Sculpture Year 5 and 6 progression

## Leadership and management

Art Curriculum Statement, Vision, Policy

Basic Art Materials for Primary Schools

Colleague Art Self-Audit Survey

Learning journeys

Monitoring art provision in a primary school

Pupil voice interview prompts

Sequencing in sculpture

Three Knowledge areas in art, craft and design subject review (Ofsted 2023)

## SEN and Art

Task plan templates

## Art and Geography

Ideas for icy landscapes

# Secondary

## Planning

500 years of Leonardo da Vinci KS3/4
Alma W Thomas Scheme of Work
Anni Albers: The Work of Craftsmaker Year 8 Scheme of Work
Art – Althea McNish
Art – Composition – Mary Fedden
Art exam plan – planning for the ten-hour exam
A Scheme of Work for KS3/4 – responding to artist Anna Wright
Art themes and related artists
Art – Year 11 – Exam Checklist
Bug Insects – KS3 Scheme of Work
Checklist to take a photograph
Climate Change KS3 Scheme of Work
Climate Crisis and Endangered Species – Year 8
Craft Makers
Create a landscape inspired by an artist using photoshop
Creating an Onomatopoeia poster
Dame Barbara Hepworth Sculpture park
Elements Year 7 Starter Scheme of Work
Everyday Forms KS4
Exam expectations in Art and Photography GCSE
Flat pack animal KS3/4
Gargoyles – A Year 7 art, craft and design scheme of work
Guidance for externally set assigned art GCSE presentation
Habitats: The Wonder Garden – A Year 7 starter project
Journeys – investigating Assemblage
KS3 long term plan for sustainability in art
Landscapes KS3 Scheme of Work
Long-term Overview KS3/4
Lottie Jackson-Eeles Scheme of Work
Making a book
Making a sandwich sketchbook
Making Mobiles
Mali Morris Scheme of Work
Memories: Investigating Collage
Memories: Investigating Collage KS3/4
Natural world
Nature collagraph KS3 and 4
Objects – A Year 8 project inspired by Michael Craig-Martin
Organisms – KS4 Scheme of Work
Photoshop Shortcuts
Planning for your final piece in your Art and/or Photography GCSE
Possessions KS4
Pop Art and Onomatopoeia
Progression and sequencing in your art curriculum
Protecting the planet KS3/4
Recycled collage – understanding sustainability
Sarah Macdade Scheme of Work
Sculpture and Architecture KS4 checklist
Sepia – KS3 Photography
Starting Points (Scheme of Work/Project Inspiration)
The Life of Vinyl – examining Art and Music Scheme of Work
Tim Wallace model car photography
Tools – A scheme of work for Key Stage 3 or 4
Using Photopea
Year 6/7 Photography Botanicals
Zentangle nets KS3-4

## Leadership and management

Art, craft, and design subject review (Ofsted 2023)
Art GCSE course planner
Art – GCSE results 2022
Art – GCSE results 2023
Art – GCSE results 2024
Art – GCSE results 2025
Behaviour Management Target card summer 2022
Deep Dive Art department checklist
Intent, Implementation, and Impact in Secondary Art
SEN support guidance for schools – implementing strategies for use in the art classroom

## Literacy

Annotating Photography
Art, craft and design placemat
Creating analysis about an artist using Publisher
'I Can' Statements
Prompt for writing about your artwork – KS4
Purposeful writing
Reading in Art and Design
Visual Elements Vocabulary
Vocabulary
Vocabulary dual-coding
Writing Prompt Cards KS3/4

## Assessment and progression

3.2.1 Assessment
Art, craft, and design progression of skills and experiences KS3
Art GCSE Assessment Objectives
Key Stage 3 or 4 Tools Assessment document
Nature Collagraph KS3 and 4 Self-Assessment
Photography GCSE Student Self-Assessment

# Art

## Sketchbooks

Example of an Art, Craft and Design sketchbook

## Artists, craftsmakers, designers

Artist list

## Do Nows

Do NOW - Draw leaf shapes

Do NOW - Draw the Apex of leaf shapes

Do NOW - Draw the Margins of leaf shapes

Do NOW - Nature Collagraph word search puzzle of leaf shapes

# Assessment

## Summer 2021 Assessment Guidance

### HIAS Summer 2021 Assessment Guidance

Assessment Guidance – Year 1
Assessment Guidance – Year 2
Assessment Guidance – Key Stage 1
Assessment Guidance – Lower Key Stage 2
Assessment Guidance – Upper Key Stage 2
Assessment Guidance – Year 4
Assessment Guidance – Year 3
Assessment Guidance – Year 5
Assessment Guidance – Year 6
Assessment Guidance – English
Assessment Guidance – Mathematics
Assessment Guidance – Editable Version

## Hampshire Assessment Model Resources

### Hampshire Assessment Materials – Notes for Guidance

Hampshire Assessment Model briefing document (2015)
Hampshire English Assessment Materials – Notes for Guidance – July 2015
Hampshire Maths Assessment Materials – Notes for Guidance – July 2015
SEND HAM Tracker – How to use

### May 2021 Update

#### Mathematics Resources

Hampshire Assessment Model Year 1 Maths – SIM update
Year 1 Milestone3 V5 Word Doc Assessment Sheets May 2021
Hampshire Assessment Model Year 2 Maths – SIM update
Year 2 Milestone3 V5 Word Doc Assessment Sheets May 2021
Hampshire Assessment Model Year 3 Maths – SIM update
Year 3 Milestone3 V5 Word Doc Assessment Sheets May 2021
Hampshire Assessment Model Year 4 Maths – SIM update
Year 4 Milestone3 V5 Word Doc Assessment Sheets May 2021
Hampshire Assessment Model Year 5 Maths – SIM update
Year 5 Milestone3 V5 Word Doc Assessment Sheets May 2021
Hampshire Assessment Model Year 6 Maths – SIM update
Year 6 Milestone3 V5 Word Doc Assessment Sheets May 2021

#### English Resources

Hampshire Assessment Model Reading Year 1 – Year 6 – SIM update
Hampshire Assessment Model Writing Year 1 – Year 6 – SIM update

### Hampshire Assessment Model Tracking Spreadsheets

#### Tracking spreadsheets

HIAS New Primary Curriculum Assessment Benchmark Software – 2019 guidance notes
Primary Assessment Tracker – Year 2 2023-24
Primary Assessment Tracker – Year 6 2023-24
Primary Assessment Tracker – Year 1,3,4,5 2023-24

#### Curriculum Objective Tracking

English objective tracking all years
Maths objective tracking all years

#### SEN Tracking Documents

SEN Assessment Tracker – updated
SEN Assessment Tracker – blank updated
SEN tracker summative – blank
SEN tracker summative

### Hampshire Assessment Model (Primary) New Users and Catch Up Conference 2017

Principles and Practice
Maths
English
Lessons Learned
Hampshire Assessment Model SIMS Resources

### Hampshire Assessment Phase Models

#### Maths assessment phase models by phase

Y1 Milestone 1-3 Assessment Sheets May 2021
Y2 Milestone 1-3 Assessment Sheets May 2021
Y3 Milestone 1-3 Assessment Sheets May 2021
Y4 Milestone 1-3 Assessment Sheets May 2021
Y5 Milestone 1-3 Assessment Sheets May 2021
Y6 Milestone 1-3 Assessment Sheets May 2021

# Assessment

### Revised reading and writing phase models Year 1-Year 6 (2016)

### Reading and Writing assessment phase models version 5 – Revised

Reading HAM version 5 Year 1-6
Writing version 5 Year 1-6
Year 1 Reading HAM version 5
Year 1 Writing version 5
Year 2 Reading HAM version 5
Year 2 Writing version 5
Year 3 Reading HAM version 5
Year 3 Writing version 5
Year 4 Reading HAM version 5
Year 4 Writing version 5
Year 5 Reading HAM version 5
Year 5 Writing version 5
Year 6 Reading HAM version 5
Year 6 Writing version 5

### Supporting document for the English elements of the assessment model

Hampshire Spelling Guidance Appendix 1 – August 2015

## Isle of Wight SIMS Tracking Documents

### Assessment Manager

HAM Class teacher Headteacher comments
HAM Domain brick templates
HAM Interventions
HAM Maths Curriculum Objectives
HAM Overall on Track Calculators
HAM Reading Curriculum Objectives
HAM Vulnerable Pupil
HAM Writing Curriculum Objectives

### Discover Graphs

Discover Graph HAM Year 3 M2 Subject Stacked Bar
HAM Average Domains Close Plus
HAM Domains On Track
HAM Domains True False
HAM Performance Standard True False
HAM Performance Standard Venn
HAM Subjects Stacked Bar

### Individual Reports

HAM Internal Reports September 2016
HAM Reports to Parents 2017

### SIMS Reports

HAM Analysis reports 13 December 2017

### Tracking Grids

HAM Tracking Grids

## HAM Writing Exemplification

### Years 1, 3, 4 and 5

Year 1 – HAM Writing Exemplification – Isabel
Year 3 – HAM Writing Exemplification – Eva
Year 3 – HAM Writing Exemplification – Samuel
Year 4 – HAM Writing Exemplification – Elizabeth
Year 4 – HAM Writing Exemplification – Michelle
Year 5 – HAM Writing Exemplification – Andrew
Year 5 – HAM Writing Exemplification – Amelie

### Writing Beyond ARE

Year 1 Writing – Beyond ARE – Ivy
Year 1 Writing – Beyond ARE – Nate
Year 3 Writing – Beyond ARE – Ava
Year 3 Writing – Beyond ARE – Ellen
Year 4 Writing – Beyond ARE – Cerys
Year 4 Writing – Beyond ARE – Leila
Year 5 Writing – Beyond ARE – Emily
Year 5 Writing – Beyond ARE – Rose

## HAM Reading Exemplification

### Resources

Year 1 – Eurisa (EAL)
Year 1 – Oliver
Year 3 – Isla
Year 3 – Katie
Year 4 – Petrina
Year 4 – Thomas
Year 5 – Caitlin
Year 5 – Deacon
Reading Exemplifications Playlist
Reading Exemplification Year 1 Eurisa
Reading Exemplification Year 1 Oliver
Reading Exemplification Year 3 Isla
Reading Exemplification Year 3 Katie
Reading Exemplification Year 4 Petrina
Reading Exemplification Year 4 Thomas
Reading Exemplification Year 5 Caitlin
Reading Exemplification Year 5 Deacon

# Assessment

### Reading Beyond ARE

Year 1 Reading – Beyond ARE – Ivy
Year 3 Reading – Beyond ARE – Stephanie
Year 4 Reading – Beyond ARE – Elodie
Year 5 Reading – Beyond ARE – Emily
Year 5 Reading – Beyond ARE – Rose
Reading Exemplification Beyond ARE – Ivy Yr 1
Reading Exemplification Beyond ARE – Stephanie Yr 3
Reading Exemplification Beyond ARE – Elodie Yr 4
Reading Exemplification Beyond ARE – Emily Yr 5
Reading Exemplification Beyond ARE – Rose Yr 5

## Maths Exemplification

Maths assessment video clips, summary charts & further information
Milestone 1-3 assessment video clips overview chart
Hampshire Mathematics Team Assessment video project overview
Maths exemplification booklet

## Hampshire Assessment Model Project Groups – Year 2 (2016-17)

### January 2017 HAM Project Groups Resources

Core Provision Spring term KS1 and 2 – SATs 2016
HAM January 17
KS2 SATs 2016 – Q1-15
KS2 SATs 2016 – Q16-30
Key Stage 1 Arithmetic Test post-milestone 2
Key Stage 1 Arithmetic Test pre-milestone 2

### June 2017 HAM Project Group Resources

Expert handout
Final HAM Session June 2017

### October 2017 HAM Project Group Resources

HAM October 17 Draft
Pupil Progress Meeting record

## Hampshire Assessment Model Project Groups – Year 1 (2015-16)

### Master HAM project Groups Resources

## KS3 Curriculum and Assessment Model

Domain Level Progression to GCSE AOs
Summative Assessment and Tracking
KS3 Model
Progression in Assessment at KS3
Teaching Reading for Comprehension

### KS3 Diagnostic Tool

KS3 English Diagnostic Assessment Tool – Reading
KS3 English Diagnostic Assessment Tool – Writing

## KS3 HAM Structures

Art Design KS3 HAM Structures
Computational Thinking KS3 HAM Structures
Design Technology KS3 HAM Structures
English KS3 HAM Structures
Geography KS3 HAM Structures
MFL KS3 HAM Structures
RE KS3 HAM Structures
Maths KS3 HAM Structures
History KS3 HAM Structures
Music KS3 HAM Structures
Science KS3 HAM Structures

## Archived Resources

Revised English end of year KPI benchmarking spreadsheet

### English key performance indicators

Years 1-6 KPI – Writing Moodle upload Sept 16
Years 1-6 KPI – Reading Moodle upload Sept 16

### Maths key performance indicators

Years 1-6 Maths Key Performance Indicators

### NAHT KPI Spreadsheets

NAHT KPI Year 1-6 Spreadsheet

# Primary

## AI Research Review Posters

How AI use is changing spoken language
Can AI be used to mentor teachers?
Cheating in the age of AI
Is AI eroding our brains
Personalising maths for primary
AI teaching assistants
Subject specific explanations increase AI adoption

## AI Myths poster

AI Myths poster

## AI Chatbot lesson 1

Primary Chatbot lesson 1
Predict-the-next-word

## AI Chatbot lesson 2

Primary Chatbot lesson 2
Parrot

## AI Chatbot lesson 3

Primary Chatbot lesson 3
AI_Hallucination_Quiz_Easy
AI_Hallucination_Quiz_Easy_Answers

## Flow of control

FlowOfControlCountControlled
FlowofControlForever
FlowofControlConditionControlledLoop

## UKS2 Micro:bit Introduction Activity PRIMM

microbitintroPRIMM
microbitintroductionmarksheet

## UKS2 Firework Loops Scratch PRIMM Resources

fireworkloopsUKS2Moodle+
fireworkloopsAnswersMoodle+

## Python Turtle Support Sheet

Python Turtle Primary Support Sheet.pdf

## Additional Needs - Primary

Additional needs – Primary

## Spreadsheets Planning Google Sheets

Spreadsheet planning

### Module resources

Change the graph
Data and information
Name the cell
Spreadsheets sheets retrieval practice
spreadsort

## Year 1 Keyboard Planning IT and DL

Year 1 Keyboard Planning
Year 1 Keyboard Assessment
Keyboard layout

### Year 1 Keyboard

caps
line
mistakes
spaces

## IT Greenscreen Planning & Assessment Y4+

UKS2 Green Screen Overview Planning – July 2023
UKS2 Green Screen Detailed Planning – July 2023
UKS2 Green Screen Assessment Options – July 2023

### Greenscreen Videos

exportGreenscreenPicOrVideo
MultipleObjectsOnTimeline
newGreenscreenVideoForegroundPictureBack
trimTimeline

### Greenscreen Media

From iPad to PC
Green screen evaluation
Green screen pupil project planners – July 2023
Green screen retrieval starters – July 2023
multipart green screen evaluation

## IT Presentation 'PowerPoint or Google Slides' LKS2 Planning

Presentation Media Planning Knowledge and Assessment Ideas
Presentation Media Detailed Planning
Presentation Media Class Assessment Sheet
Retrieval Starters Presentation Sheet

### Presentation Media Templates

Animation example
Compare slides
Roman Legacy
Which slide layout

### Presentation Media Videos

Animations
imagemanipulation
insertimages
Modes
Themes
Transitions
whichlayout

## Google forms for assessment examples

Google forms for assessment
UKS2 Spreadsheets
Y3 Programming Knowledge
Y4 Programming Knowledge
Word-processing

## NCCE Pupil conferencing slide prompts KS2

NCCE pupil conference slides

## IT DL Keyboard Knowledge Retrieval Practice Activities

HIAS retrieval practice keyboard KS1

## IT Word processing 'Word or Wordpad' LKS2

Word Processing Planning 2022
HIAS retrieval practice Word Processing KS2.
HIAS retrieval practice keyboard KS2

### Word processing Resources

Ada Lovelace Text
Andy Warhol Text
Fascinating Stone Age Facts
I can word process Text
Jumble Text 2 – easier read
Jumble Text answers
Jumble Text
Lists Text
Mary Anning Text – easier read
Mary Anning Text
Mummy Text
Wolves Text
Word Processing Assessment Sheet Solo Taxonomy
Word Processing Assessment Sheet General

## IT Spreadsheets 'Google Sheets'

Google Sheets Animated GIFs overview

### Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

#### Google Sheet Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

## IT Knowledge Breakdown 'Declarative, Procedural, Conditional'

### Knowledge taught and knowledge assessed

Desktop publishing knowledge
Green screen knowledge
Keyboard knowledge
Presentation media knowledge
Spreadsheet knowledge
Stop motion animation knowledge
Survey building knowledge
Web research knowledge
Website building knowledge
Word processing knowledge

## CS IT DL KS1 Computing Knowledge

KS1 Computing Knowledge

## IT Word processing 'Google Docs'

Google Docs Animated GIF Overview

### Google Doc Animated GIFs

gdoc_bold
gdoc_change_font
gdoc_italics
gdoc_numbered_list
gdoc_spellcheck2a

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gdocs_aligntext2
gdocs_bullet
gdocs_colour_text
gdocs_large_small_text
gdocs_rename_save
gdocs_spellcheck1
gdocs_styles
gdocs_zoom

## IT Presentation Media 'Google Slides'

Google Slides Animated GIFs Overview

### Google Slides Animated GIFs

gslide_duplicate_slide
gslides_add_image_web
gslides_add_shape
gslides_addtextbox
gslides_change_layout
gslides_delete_slide
gslides_duplicate_slide_v2
gslides_grid_view
gslides_present_slides
gslides_transitions
slides_add_slide
slides_change_theme

## IT Word processing 'Microsoft Word'

word processing overview
word processing mid-term planning
editing text assessment
spot the word processing features in text
spot the word processing features in text – answers
texty
keyboard speed challenge
editing text assessment answers
format the document
format the document answers
fonts

## IT Spreadsheets 'Google Sheets'

Times tables Google Sheets activity description
Times tables Google Sheets activity
Name the cell Google Sheets description
Name the Cell
Fix the columns and rows Google Sheets description
Fix Column and Rows
Create a colour pattern Google Sheets description
Colour Patterns
Change the graph Google Sheets description
Change the Graph

## CS Programming 'Scratch'

Conditional Selection
Simple Variables
Boolean OR
Boolean AND
Boolean NOT

## Learning Platform 'Google Classroom'

Google Information Sheet
Google Pre-test
Introduction to Google Classroom
Google Upload Crib Sheet

## Word Processing Videos

Basic WP Skills Overview

### Basic Word Processing Skills Video Help Files using Word Pad

Aligning Text
Bullet or Numbered Points
Emphasising Tools
Font Size
Font Types
Highlighting
Lasso Cut Copy Paste
Text Colours and Highlighting
Intermediate WP Skills Overview

### Intermediate Word Processing Skills Using Microsoft Word Video Help Files

Dictate
Find and Replace
Invisible Formatting
Line Spacing
Subscript and Superscript
Zoom In and Zoom Out

## IT Pedagogy 'Connectivism'

Connectivism Outline
Connectivism Desktop Publishing
Connectivist Presentation Using IT
Connectivist Word Processing
Word Processing Advanced Skills Outline

## CS Pedagogy

USE MODIFY CREATE
PRIMM
Coverage and Progression
Cognitive Load in Computing

## DL File Systems 'Google Windows'

Google File System Explained
Windows File System Explained
Windows and Google Organisational Skills and Knowledge

## IT Green Screen

Green Screen

## DL Online Safety 'Review'

Primary Online Safety

## IT Stop Motion

Stop Motion Animation

## IT Video Capture & Edition

Video Capture and Editing

## KS2 Computing Science Programming Knowledge

KS2 Computing Science Knowledge

# Secondary

## AI Research Review Posters

How AI use is changing spoken language
AI teaching assistants
Is AI eroding our brains
Cheating in the age of AI
Can AI be used to mentor teachers?
Personalising maths for primary
Subject specific explanations increase AI adoption

## AI Myths Poster

AI Myths Poster

## Introduction to AI Lesson 1

Activity 2 AI Bot design
Y8-AI-Lesson1

## Introduction to AI Lesson 2

Who-trains-the-AI
Y8-AI-Lesson2

## Introduction to AI Lesson 3

What-is-an-LLM
Super-Parrot
Predict-the-next-word
Y8-AI-Lesson3

## Flow of control

FlowOfControlCountControlled
FlowOfControlForever
FlowOfControlConditionControlledLoop

## KS3 Micro:bit Introduction Module

microbitintroPRIMM
microbitintroductionmarksheet

## KS3 Firework Loops Scratch Module

fireworkloopsKS3
fireworkloopsAnswers

## KS3 Nested Loops Microbit Neopixel Resource

NestedLoopsNeoPixel
NestedLoopNeopixelVideoAnswers

## Python Turtle Support Sheets

Python Turtle Secondary Support Sheet Introduction
Python Turtle Secondary Support Sheet Advanced

## Additional Needs in Computing

Additional Needs – Secondary

## Sharing Scratch Links videos for LKS3 pupils

Sharing scratch projects
scratch_copy_link_paste_to_learning_platform

## IT KS3 Presentation media videos

whichlayout
insertimages
Themes
Modes
imagemanipulation
Transitions
Animations

## IT Google Sheets

### Google Sheets Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

## IT Google Sheets Animated GIFs

Google Sheets Animated GIFs overview

### Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

## IT Google Docs Animated GIFs

Google Docs Animated GIF Overview

### Google Doc Animated GIFs

gdoc_bold
gdoc_change_font
gdoc_italics
gdoc_numbered_list
gdoc_spellcheck2a
gdocs_aligntext2
gdocs_bullet
gdocs_colour_text
gdocs_large_small_text
gdocs_rename_save
gdocs_spellcheck1
gdocs_styles
gdocs_zoom

## IT Google Slides Animated GIFs & Piskel Video Help

### Piskel support videos

piskel_colour palette
piskel_frames
piskel_moretools

### Google Slides Animated GIFs

gslide_duplicate_slide
gslides_add_image_web
gslides_add_shape
gslides_addtextbox.
gslides_change_layout
gslides_delete_slide
gslides_duplicate_slide
gslides_grid_view
gslides_present_slides
gslides_transitions
slides_add_slide
slides_change_theme

## IT Google Sheets

Create a colour pattern Google Sheets description
Colour Pattern
Change the graph Google Sheets description
Change the graph
Name the Cell Google Sheets description
Name the Cell
Fix the columns and rows Google Sheets description
Fix the Columns & Rows
Times tables Google Sheets activity description
Times tables Pattern

## CS Handling Data Google App Script

Google App Script
Google Information Sheet
Google Pre-test
Google Upload Crib Sheet
Introduction to Google Classroom

## IT Wordprocessing video help files

Basic WP Skills Overview

### Basic Word Processing Skills Using Word Pad Video Help Files

Aligning Text
Bullet Points
Colours
Emphasis Tools
Font Size
Fonts
Highlighting
Lasso Cut Copy Paste
Intermediate WP Skills Overview

### Intermediate Word Processing Skills Using Microsoft Word Video Help Files

Dictate
Find and Replace
Invisible Formatting
Line Spacing
Subscript and Superscript
Zoom In and Zoom Out

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# Computing

## IT Connectivism

Connectivism Outline
Connectivism Desktop Publishing
Connectivist Presentation Using IT
Connectivist Word Processing
Word Processing Advanced Skills Outline

## CS Pedagogy

USE MODIFY CREATE
PRIMM
Cognitive Load in Computing
Little Man Computer

## CS Conditional Selection

Conditional Selection
Simple Variables
Boolean OR
Boolean AND
Boolean NOT

## IT File Systems

Windows File System Explained
Google File System Explained
BTEC Digital Media Presentation
GCSE Computing Answering High Mark Questions

## CS IT DL KS3 Assessment

KS3 Programs of Study Computing Assessment
KS3 Problem Solving Assessment
Online Safety for Governors

# Primary

## Substantive and Disciplinary Knowledge

### Key Stage 1

Year 1 - Substantive and Disciplinary Knowledge - Food
Year 1 - Substantive and Disciplinary Knowledge - Sliders and Levers
Year 1 - Substantive and Disciplinary Knowledge – Structures
Year 1 - Substantive and Disciplinary Knowledge – Winders
Year 2 - Substantive and Disciplinary Knowledge – Food
Year 2 - Substantive and Disciplinary Knowledge – Textiles
Year 2 - Substantive and Disciplinary Knowledge – Wheels and axels

### Lower Key Stage 2

Year 3 - Substantive and Disciplinary Knowledge – Food
Year 3 - Substantive and Disciplinary Knowledge – Structures
Year 3 - Substantive and Disciplinary Knowledge – Textiles
Year 4 - Substantive and Disciplinary Knowledge – Electrical Systems
Year 4 - Substantive and Disciplinary Knowledge – Food
Year 4 - Substantive and Disciplinary Knowledge – Mechanical Systems

### Upper Key Stage 2

Year 5 - Substantive and Disciplinary Knowledge – CAMS
Year 5 - Substantive and Disciplinary Knowledge – Food
Year 5 - Substantive and Disciplinary Knowledge – Textiles
Year 6 - Substantive and Disciplinary Knowledge – Food
Year 6 - Substantive and Disciplinary Knowledge – Structures
Year 6 - Substantive and Disciplinary Knowledge – Textiles

## Health & Safety Resources

Cooking and food activities in primary schools

### Design and Technology Risk Assessments

Craft knife
Use of Craft Knife – risk assessment
Hot Glue Gun
Use of Glue Gun – risk assessment
Junior Hacksaw
Junior Hacksaw – risk assessment
Hand drill
Use of Hand drill – risk assessment
Risk Assessment Template
Health and Safety items

## Food Technology Resources

### Different Types of Food

KS1 Different types of food
KS1 Different types of food – breakfast worksheet
KS1 Different types of food – lunch worksheet
KS1 Different types of food – dinner worksheet
KS1 Different types of food – sensory food template
KS1 Different types of food – special occasions worksheet

### Why do we need food?

KS1 Why do we need food

### Assessment Resources

Desired Impact in Food Technology

## D&T Practical Resources

### Early Years Design and Technology

Design and Technology in the Early Years
Early Years Continuous Provision Resources

### KS1 Design and Technology

KS1 Glove Puppets
KS1 Structures Project
KS1 Vehicles, Wheels and Axles
KS1 Winders and Winches
KS1 Winders and winding up
Teaching resources for DT KS1
Teaching resources for DT KS2

### KS2 Design and Technology

KS2 (Early) Designing and Making Vehicles
KS2 (Early) Lamps and Lanterns
KS2 (Early) Money Containers
KS2 (Early) Picture Frames
KS2 (Late) Motorised frameworks
KS2 (Late) Moving Mouth Puppets
KS2 (Late) Moving Toys and Cam Mechanisms
KS2 Lamps and Lanterns Project – Design criteria and initial ideas
KS2 Lamps and Lanterns Project – Final design
KS2 Lamps and Lanterns Project – Plan of making

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KS2 Money Containers – Evaluation Differentiated
KS2 Money Containers – Evaluation
KS2 Money Containers – Final design
KS2 Money Containers – Investigation
KS2 Textiles Technology
KS2 Food Technology
Key Word LKS2 Electrical Systems
Key Word LKS2 Structures
KS2 Sustainable fashion
Lesson Notes Sustainable Clothing – the issue with fashion KS2

### Assessment/Planning/Feedback Resources

Product Evaluation Template
Command Words
Checklist for Audit of DT Resources
DT Risk Assessment Template
Evaluation Sheet
Evaluation Sentence Starters
Sheet Materials Visual Labels
Tools for Paper and Card Visual Labels
Visual Labels for KS1 and KS2 Textile Resources
Visual Labels for KS1 and KS2 Framework Resources
Mouldable Materials Visual Labels
Item Assembly Visual Labels
Construction Kits Visual Labels
Electrical Components Visual Labels
Mechanical components
Desired Impact in DT

## Developing risk taking and innovation in designing

### An Introduction

Developing risk taking and innovation in designing - an introduction

### Dinosaurs Lair

Developing risk taking and innovation in designing - Dinosaurs Lair

Dinosaurs Lair cards and teachers notes

Dinosaurs Lair design activity instructions

### Extending the Range

Developing risk taking and innovation in designing - extending the range

Extending the range – design activity instructions

### Pencil Sharpener

Developing risk taking and innovation in designing – Pencil sharpener
Pencil sharpener design activity instructions

### PMI

Developing risk taking and innovation in designing - PMI
PMI design activity instructions
PMI Worksheet

### Random Word Linking

Developing risk taking and innovation in designing – random word linking
Random word linking design activity instructions

### 4x4

4x4 design activity instructions
Developing risk taking and innovation in designing 4x4 design primary

## D&T Assessment Resources

### General Documents

Oral Frames
48 Ideas for Plenaries
Key Learning in D&T Overview (EYFS)
Key Learning in D&T Overview (EYFS - KS1)
Key Learning in D&T Overview (KS1)
Key Learning in D&T Overview (Early KS2)
Key Learning in D&T Overview (Late KS2)
Key Stage 1 Subject Audit
Key Stage 2 Subject Audit

### Curriculum planning KS1 and KS2

Curriculum planning

### D&T KS1 and KS2 curriculum tracking

#### KS1 and KS2 curriculum tracking

KS1 and KS2 curriculum tracking document
KS1 and KS2 curriculum tracking overview

### Example of a Long-Term Plan for D&T in KS1 and KS2

Example long-term plan for KS1 and KS2

# Design and Technology

## Secondary

### Developing risk taking and innovation in designing

#### An Introduction

Developing risk taking and innovation in designing - an introduction

#### Dinosaurs Lair

Developing risk taking and innovation in designing - Dinosaurs Lair

Dinosaurs Lair cards and teachers notes.doc

Dinosaurs Lair design activity instructions

#### 4x4

4x4 Design activity instructions

Developing risk taking and innovation in designing 4x4 design primary

#### Extending the Range

Developing risk taking and innovation in designing - extending the range

Extending the range – design activity instructions

#### Random Word Linking

Developing risk taking and innovation in designing – random word linking

Random word linking design activity instructions

#### PMI

Developing risk taking and innovation in designing - PMI

PMI design activity instructions

PMI Worksheet

#### Pencil Sharpener

Developing risk taking and innovation in designing – Pencil sharpener

Pencil sharpener design activity instructions

### Health and Safety Resources

#### CLEAPSS risk assessment applicability and curriculum audit

### Food Technology Resources

#### KS3 Food Technology

A framework of skills and knowledge around food KS3

Bacteria and Storage and preservation of food

Cover lesson – design a healthy lunch box

Food Poisoning – a lesson

Introduction to soup

Food Poisoning Top Trumps

Traditional British Food

Vitamins

#### KS4 Food Preparation and Nutrition

A framework of skills and knowledge around food KS4

Bacteria and Storage and preservation of food

Food Poisoning – a lesson

Food Poisoning Top Trumps

Command Words for KS4 GCSE Food Preparation and Nutrition

#### KS4 Level 1/ 2 Hospitality and Catering

Bacteria and Storage and preservation of food

Food Poisoning – a lesson

Food Poisoning Top Trumps

Level 1 and 2 Hospitality and Catering revision resource

#### Classroom Display Resources

Equipment Posters for Food Technology

Food Technology Poster

#### Assessment/Planning/Feedback

Feedback sheet for Food Technology

Practical progress log

Desired Impact in Food Technology

# Design and Technology

## Design Technology Resources

### Assessment/Planning/Feedback

Practical progress log
Sample evaluation sheet
Tier Two Words
What Designers Think About
Oral Frames
48 Ideas for Plenaries
Differentiation Strategies Part 1
Differentiation Strategies Part 2
NEA1 Customer Profile Example
NEA1 Customer Profile Template
Focused Research of Existing Products
Investigating the Contextual Challenge
Designers – Harry Beck
Designers – Dame Vivienne Westwood
Designers – Philippe Starck
Designers – Zaha Hadid
Word-Attack Strategies to support literacy in DT
Reading Strategies to support literacy in DT
Desired Impact in DT

### Cover Lessons

Cover Lesson – Design a Light
Cover Lesson – Design a Handy System for Sorting Waste at Home
Cover Lesson – Design a Logo for your Family
Cover Lesson – Design a Uniform for a Park Warden

### Textiles

Using the Sewing Machine
Year 7 Biomimetics in textiles
Year 7 textiles – techniques
Batik – a worksheet
Hand Embroidery decorative stitches
Sustainable fashion KS3 and 4
Lesson Notes Sustainable Clothing – the issue with fashion KS3 and 4

### Resistant Materials

Designing in Plastics
DT Literacy Mat

### Electronics

Resistance colour codes
What do resistors do?
A guide to soldering
KS3 USB Lamp

### Graphics

Graphics for USB Lamp
Memphis
De Stijl
Robin Day
Bauhaus

### Do Now Activity

#### Do Now Activities

Year 7 Do Now - Materials
Year 7 Do Now - Vocabulary
Year 8 Do Now - Inclusive Design
Year 8 Do Now - Join the Joints
Year 9 Do Now - CAD command
Year 9 Do Now - Safety Spot

# Primary

## Primary English Curriculum and Progression

Pen portraits and curriculum priorities

### Curriculum priorities

Reading Pen Portraits and suggested curriculum priorities - NEW!

Writing Pen Portraits and suggested curriculum priorities - NEW!

Long Term Writing Progression - linked to Pen Portraits - NEW

## Year 6 – resources and assessment for KS2

### Year 6 SATs reading revision materials

#### Year 6 reading test revision materials

NEW Updated SATS Revision Guide

Editable Discussion Slide Template

### Year 6 summer writing journeys with multiple outcomes

Year 6 summer term writing journeys with multiple outcomes

#### Rock, Paper Scissors

Rock, paper, scissors Year 6 Summer Learning Journey

Rock, paper, scissors - Teaching Guidance

#### Holes

Holes Year 6 Summer Learning Journey

Holes - Teaching Guidance

### Using Question-Level Analysis in Mock SATs

Question-Level Analysis Resources

#### KS2 Reading paper QLA resources

How to use the question-level analysis tool - guidance pack

2023 Question-Level Analysis Tool - KS2 Reading Paper 2023

2024 Question-Level Analysis Tool - KS2 Reading Paper 2024 - final copy

2025 Question-Level Analysis Tool - KS2 Reading Paper 2025

#### Spelling test

Spelling analysis

#### Grammar and Punctuation Tests

Sentence grammar questions

Punctuation questions

Word class questions

Vocabulary questions

## Writing – developing a rich text led curriculum

### HIAS Example Learning Journeys

#### KS 1

#### Key Stage 1 example writing learning journeys

HIAS Learning Journey 3-step approach

#### Year 1

Q Pootle 5 by Nick Butterworth – Year 1 autumn – outcome: a list

**New** The Boy who Sailed the World – Year 1 Autumn 2 Spring 1

The Storm Whale – Year 1 Spring term 1

Super Silly Museums Year 1 Spring term 1

#### Year 2

Luna Loves Gardening by Joseph Coelho – Year 2 autumn – outcome: innovated narrative

The Lion and the Mouse by Jerry Pinkney – Year 2 summer – outcome: a fable

Pattan's Pumpkin by Chitra Soundar – Year 2 summer – outcome: innovated narrative

Little Red Riding Hood by Lari Don – Year 2 – outcome: a warning poster about the wolf

Tidy by Emily Gravett – Year 2 – outcome: a persuasive letter

Year 2 – Tidy by Emily Gravett – Year 2 – outcome: a letter of apology

The Night Gardener by The Fan Brothers - Year 2 - outcome: a collection of descriptions

Big Bear Little Brother by Carl Norac - Year 2 - outcome: a diary entry

Journey by Aaron Becker (wordless) - Year 2 - outcome: a portal story

#### Lower KS 2

#### Lower Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

#### Year 3 units

Arthur and the Golden Rope by Joe Todd Stanton - Y3 Autumn Term - outcome: a description of Fenrir

It starts with a seed - Year 3 - autumn - outcome: a recount of the growth of a seed into a tree

Interview with a Tiger & Other Clawed Beasts Too by Andy Seed - Y3 autumn - outcome: an interview with a sea creature

The Search for the Giant Arctic Jellyfish - Year 3 - autumn - outcome: an information letter

The Night Box by Louise Grieg and Ashling Lindsay - Y3 autumn - outcome: poetry and performance

*NEW* Secrets of Stonehenge - Y3 spring - outcome: information leaflet about Stonehenge

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The Barnabus Project by The Fan Brothers - Y3 spring - outcome: a guide to looking after a failed pet

Charlotte's Web by E B White - Year 3 summer - outcome: a persuasive letter

#### Year 4 units

Leon and the Place Between by Angela McAllister and Graeme Barker-Smith - Y4 autumn - outcome: a descriptive narrative

We Travel So Far by Laura Knowles - Y4 autumn - outcome: information double-page spread

Greenling by Levi Penfield - Yr4 autumn - outcome: an opinionated speech in role

The Boy Who Lost His Spark by Maggie O'Farrell - Year 4 spring - outcome: narrative

The Street Beneath My Feet by Charlotte Guillain - Y4 spring - outcome: information text in an accordion book

The Promise by Nicola Davies - Y4 spring - outcome: an environmental-themed story with a message

Soar (film) - Year 4 spring - outcome: narrative including dialogue

The Kraken - Year 4 spring - outcome: tension and action narrative

Race to the Frozen North by Catherine Johnson - Y4 summer - outcome: a narrative letter

Cinnamon by Neil Gaiman - Year 4 spring - outcome: a descriptive narrative

### Upper KS 2

### Upper Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

#### Year 5 units

The Crown by Emily Kapff- Y5 spring - outcome: a persuasive speech

Goodnight Stories for Rebel Girls by Elena Favilli and Francesca Cavaro - Y5 spring - outcome: biography

Coming to England by Floella Benjamin - Year 5 spring - outcome: narrative including dialogue

Son of the Circus by E L Norry - Y5 summer - outcome: newspaper report

The Hidden World of Mythical Folk by Maz Evans and Robert Ingpen - Year 5 - outcome: a guide to a mythical being

Monster Slayer by Brian Patten - Year 5 summer - outcome: an descriptive narrative (eyewitness account)

Gravenhunger (may be out of print) by Harriet Goodwin - Year 5 - outcome: estate agent's listing (inform, describe, persuade)

The Lost Thing and The Red Tree by Shaun Tan - Year 5 - outcome: a memoir

Dulce Decorum Est by Wilfred Owen - Year 5 - outcome: a poem

#### Year 6 units

Real-Life Dragons and their Stories of Survival by Anita Ganeri and Jianan Liu - Y6 autumn - outcome: a non-chronological report

Macbeth - Year 6 autumn - outcome: recount and descriptive narrative

King Kong by Anthony Browne - Yr6 autumn - outcome: a newspaper article

The Alchemist's Letter (film) - Y6 spring - outcome: first person narrative

The Happy Prince by Oscar Wilde - Y6 spring - outcome: a persuasive email

Umbrella (film) - Year 6 spring - outcome: narrative including dialogue

The Three Little Pigs (film) - Year 6 - multiple outcomes

Ice Trap! by Meredith Hooper and M P Robertson - Year 6 - outcome: two contrasting diary entries

I am not a label - Year 6 - outcome: biography

#### Year 5/6

Year 5/6 - Shackleton's Journey by William Grill

Year 5/6 - A Night at the Frost Fair by Emma Carroll

Year 5/6 - The Lost Words by Robert Macfarlane (poetry)

Year 5/6 - The Buried Crown by Ally Sherrick

Year 5/6 - The Unforgotten Coat by Frank Cottrell Boyce

### Planning for Mixed-Age Classes

#### Guiding Principles

Mixed-age planning guidance

#### Long-term curriculum planning

Exemplar KS1 Mixed-Age Long-Term Curriculum Overview

Exemplar KS2 Mixed-Age Long-Term Curriculum Overview

### Learning Journey planning

KS1 Mixed Age Learning Journey Planning – Rapunzel by Bethan Woollvin

KS2 Mixed Age Learning Journey Planning – The Night Gardener by The Fan Brothers

### Summer learning journeys with multiple outcomes

#### Multiple outcomes from the same driver

#### Multiple writing outcomes with greater independence in summer term

A Planet full of Plastic Year 2

The Firework Makers Daughter Year 3

Alma Year 6

### Year 6 post lockdown 1 units

#### Some Writer teaching sequence

Some Writer

#### Wild World teaching sequence

Wild World

#### Moth An Evolution Story teaching sequence

Moth An Evolution Story

### Raising Standards in Editing and Evaluating

#### The HIAS Editing Toolkit

##### ‘Step 1’ and ‘Step 2’ editing explained

The editing and redrafting process explained

Engaging approaches to editing and redrafting

Flow diagram for teachers to improve the editing process

#### Resources to support step 1 and 2 editing

How to be a good editing buddy prompt card

Year 1 editing strips

Year 2 editing strips

Editing stations planner

Example KS2 cohesion editing mat

Example KS2 editing mat for paragraphing

Example Year 6 mat for editing and redrafting

#### Pupil Conferencing

Using pupil conferencing to improve writing

##### Pupil Conferencing videos

Pupil conferencing v2.1

#### Editing and Metacognition

##### Applying metacognitive thinking to editing and evaluating

Applying metacognitive thinking to the process of editing and evaluating writing

Master pupil card for editing

### Exploring the Potential of Rich Texts

#### Exploring the potential of rich texts as drivers for writing

##### Years 1 and 2

Lost and Found by Oliver Jeffers

##### Years 3 and 4

Cinnamon by Neil Gaiman

The Promise by Nicola Davies

##### Years 5 and 6

The Lost Words by Robert MacFarlane

Phoenix by S.F. Said

### Grammar in Context

#### Engaging Ideas for Embedding Grammar Effectively in Rich Contexts

##### Explain, change, create approach

Explain, change, create

### Progression in writing

#### Progression documents

Writing progression

### Modelled, shared and guided writing

Modelled, shared and guided writing sequence prompts

#### Video

Modelled, Shared and Guided Writing 2024-25

## Reading - developing effective teaching and planning

### Example Reading Sequence Planning

### Example Plans for Reading

*NEW* units - including poetry, fluency, and parallel writing units

#### Year 1 and 2 example reading plans

*NEW* A Book of Bears by Katie Viggers - Year 2

*NEW* The Great Paper Caper by Oliver Jeffers - Year 2

#### Year 3 and 4 example reading plans

After the Fall - TWIST ON A TRADITIONAL TALE

It Starts with a Seed - POETRY AND FLUENCY FOCUS

The Thames and Tide Club by Katya Balen – NOVEL

The Romans - NON-FICTION COLLECTION

The Search for the Giant Arctic Jellyfish - SOPHISTICATED PICTURE BOOK

The Street Beneath My Feet - SOPHISTICATED ILLUSTRATED NON-FICTION

Race to the Frozen North - BARRINGTON STOKE DYSLEXIC FRIENDLY TEXT

Let Us Save the Planet - Be the Change - POETRY AND FLUENCY FOCUS

#### Year 5 and 6 example reading plans

*NEW* Floodland by Marcus Sedgwick - popular and compelling cli-fi novel with links to William Blake poetry

*NEW* Shackleton's Journey by William Grill - non-fiction narrative adventure

I am not a label - Linked writing unit REFLECTING REALITIES UNIT

Pegasus by Eleanor Farjeon - POETRY AND FLUENCY FOCUS

### SATs Revision Guide Year 6

#### Resources

Editing slide for discussion template

Updated SATs Revision Guide

### Key documents available in Open Resources

#### Whole school reading audit Sept 2022

Reading audit from Open Resources

### Phonic readers and book band guidance

Phonic readers and book band guidance from Open Resources

## Exploring the Potential of Rich Texts

### Years 1 and 2

Text Potential – Lost and Found by Oliver Jeffers

### Years 3 and 4

Cinnamon by Neil Gaiman

The Promise by Nicola Davies

### Years 5 and 6

The Lost Words by Robert MacFarlane

Phoenix by S.F. Said

## Support in Choosing Quality Text Drivers for English

### HIAS Text Drivers Spreadsheet FREE sample

English Text Drivers FREE Sample to Download

## Teaching Reading for Comprehension

### Modelling

Teaching Reading for Comprehension 1 Modelling

Tin Forest Think Aloud Example Year 2

### Pre-reading

Teaching Reading for Comprehension 2 Pre-reading

Text Marking for Pre-reads

### Questioning

Teaching Reading for Comprehension 3 Questioning

Question Stems using Tennent's three levels

### Dialogic Talk

Teaching Reading for Comprehension 4 Dialogic talk

### Rich Tasks

Teaching Reading for Comprehension 5 Rich tasks

HIAS Yr 1 and 2 Guided Reading Activity Ideas

HIAS Yr 3 and 4 Guided Reading Activity Ideas

HIAS Yr 5 and 6 Guided Reading Activity Ideas

HIAS Reading Journal guidance and progression

## A Collection of Ideas to Support the Teaching of Poetry

### CPD for teachers

Reading and Performing Poetry

Poetry in the Primary Curriculum

Poetic Forms

# Supporting the role of English leadership

## Supporting learners of EAL in primary English

### Supporting learners of English as an Additional Language (EAL) in primary English Guidance document

Supporting Learners of EAL in Primary English

## Book looks

### Guidance for reviewing quality learning journeys in writing

Guidance document for effective HIAS learning journeys in writing

Reflections document to annotate alongside guidance

### Planning and book monitoring videos

Year 1 Learning Journey video

Year 3 Learning Journey video

Year 6 Learning Journey video

### Book and planning monitoring guidance

English monitoring guidance

## Curriculum design and implementation

English curriculum guidance

### Long-term overviews

Year 2 Long-term Overview Example

Year 5 Long-term Overview Example

Long-term overview – blank for editing

## Post lockdown 3.0 guidance

### Guidance document including exemplar planning

Effective English planning on the return of all pupils post lockdown 3.0 – a thought process

## Step Up to Catch Up Curriculum – Post COVID-19 lockdown

### Year 1

Step Up to Catch Up Curriculum Year 1 (Year R-1)

### Year 2

Step Up to Catch Up Curriculum Year 2 (Year 1-2)

### Year 3

Step Up to Catch Up Curriculum Year 3 (Year 2-3)

### Year 4

Step Up to Catch Up Curriculum Year 4 (Year 3-4)

### Year 5

Step Up to Catch Up Curriculum Year 5 (Year 4-5)

### Year 6

Step Up to Catch Up Curriculum Year 6 (Year 5-6)

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# English

## Phonics and early reading

### Inclusive Phonics Practice: Guidance Materials

1. Inclusive Phonics Practice – Guidance Materials – June 23
2. Inclusive Phonics Culture SEF Questions Introduction to Phonics

Introduction to Phonics

Phonics Video – Cadland Primary School – May 23

Phonics Video – Wildground Federation – May 23

Phonics Video – Poulner Infant School – May 23

Phonics Video – Marnel Community Infant School – Oct 23

### Phonics in action: 1-to-1 reading

#### 1-1 Reading: guidance and video exemplification

Step 1 and step 2 explained

1:1 reading video

### Early Reading

#### The importance of a '3 reads' approach for early readers in KS1 and KS2

The importance of a '3 reads' approach for early readers in KS1 and KS2

'3 Reads' information grid

#### Phonic Readers and Book Band Guidance

### Whole Class Phonics

#### Guiding Principles

Guiding Principles of Whole Class Phonics

### Phonics Toolkits

KS1 Phonics Toolkit

Year 3 and 4 Phonics Toolkit

## SEN Support

### SEND Best Practice

SEND Best Practice Guide – English

## Explicit vocabulary teaching

### Etymology – Greek and Latin roots

#### Etymology

Blank master editable

#### Greek roots

Greek Roots A-M primary

Greek Roots N-Z primary

### Rich tasks to build vocabulary knowledge

Approaches to Building Vocabulary

## Effective assessment in English

### Statutory assessment (including STA end of key stage pupil collections)

KS1 STA collections

KS2 STA collections

### Internal assessment (including HAM materials and exemplification

#### Updated HAM English documents

##### HAM Version 6 updated July 21

Hampshire Assessment Model Reading Y1-6

Hampshire Assessment Model Writing Y1-6

Version 6 updates summary

#### Version 5

HAM Writing Documents Yrs 1-6

HAM Reading Documents Yrs 1-6

#### HIAS Reading beyond ARE

##### Year 1

Reading – Beyond ARE – Ivy

Video

##### Year 3

Reading – Beyond ARE – Stephanie

Video

##### Year 4

Reading – Beyond ARE – Elodie

Video

##### Year 5

Reading – Beyond ARE – Emily

Reading – Beyond ARE – Rose

Video – Rose

Video – Emily

#### HIAS Writing Beyond ARE

##### Year 1

Writing – Beyond ARE – Nate

Writing – Beyond ARE – Ivy

##### Year 3

Writing – Beyond ARE – Ellen

Writing – Beyond ARE – Ava

##### Year 4

Writing – Beyond ARE – Cerys

Writing – Beyond ARE – Leila

##### Year 5

Writing – Beyond ARE – Emily

Writing – Beyond ARE – Rose

### HIAS Writing Expected Standard

#### Year 1
HAM Writing Exemplification – Isabel

#### Year 2
NEW – Year 2 – HAM Writing Exemplification – Pupil A
NEW – Year 2 – HAM Writing Exemplification – Pupil B

#### Year 3
HAM Writing Exemplification – Samuel
HAM Writing Exemplification – Eva

#### Year 4
HAM Writing Exemplification – Elizabeth
HAM Writing Exemplification – Michelle

#### Year 5
HAM Writing Exemplification – Amelie
HAM Writing Exemplification – Andrew

### HIAS Reading Expected Standard

#### Year 1
Year 1 – Eurisa (EAL)
Year 1 – Oliver
Eurisa video clip
Oliver video clip

#### Year 3
Year 3 – Isla
Year 3 – Katie
Isla video clip
Katie video clip

#### Year 4
Year 4 – Petrina
Year 4 – Thomas
Petrina video clip
Thomas video clip

#### Year 5
Year 5 – Caitlin
Year 5 – Deacon
Caitlin video clip
Deacon video clip

## Spelling

### HIAS spelling progression

#### Example Progression Year 1-6
HIAS Spelling Progression – updated autumn 24

### Diagnostic Spelling Assessment

#### Ben's Cat Assessment Resources
Ben's Cat – Diagnostic Spelling Assessment Dictation Script and Explanation
Ben's Cat – How to Use the Diagnostic Spreadsheet
Ben's Cat – Spelling Dictation Analysis Spreadsheet

### Morpheme Matrices

#### Morphology
http://www.neilramsden.co.uk/spelling/matrix/temp/index.html.url

#### Morpheme matrices
Exploring morphology examples
Morphology Graphic Organiser
Word Matrices

### Becoming an Effective Speller

#### Resources to support understanding of morphemic, orthographic, etymological, and visual approaches to spelling
Becoming an effective speller

#### Exploring ways to learn new spellings – a variety of approaches
Spelling games and investigations
Planning teaching of spelling from error analysis

## Creating a rich learning environment

### Creating rich reading environments

The Reading Environment

### English Working Walls

#### HIAS principles of working walls
How to create and use working walls effectively

# Transition Units

## Year 6 to 7 transition

### Planning

Year 6 Transition Learning Journey
Year 7 Transition Learning Journey
Reciprocal Reading Guidance

#### Year 6 Resources
Object Setting Theme
Tree Images and Continuum
Visual Organiser

#### Year 7 Resources
Bag of Words
Letter to Class
Multidimensional Fluency Scale
Second Letter Cloze Exercise
Second Letter Full
Tension Graph
Vocab Ideas

# Secondary

## Tackling disadvantage in English

### Tackling disadvantage in English - Hampshire's drive to improve progress and outcomes for disadvantaged students

Improving GCSE outcomes for disadvantaged students in English - GCSE data 2025

### TED9 (Tackling Educational Disadvantage in English in Year 9) project findings and recommendations

TED9 Project findings 1 - teen motivation and communicating cues of respect

TED9 Project findings 2 - challenges and hindrances in English lessons

TED9 Project findings 3 - project summaries and impact

Executive Functioning in English Lessons

## English Subject Leadership

### The life of an English subject leader

### Analysis and action plannng

Post-GCSE Results Analysis

Project-managing Year 11 for GCSE success

The Last Push – 9 weeks to GCSE success

## Whole School Literacy

### Improving written accuracy

Common-sense principles for improving written accuracy

### Reading audit

Secondary Reading Audit

### Reading interventions

Reading Interventions

Evaluating impact of reading interventions

Phonics intervention in secondary school

### Disciplinary literacy

Disciplinary literacy – reading expectations in different subjects

### Understanding reading ages

1 Understanding reading ages – introduction

2 Understanding reading ages – 16-17+

3 Understanding reading ages – 14-15

4 Understanding reading ages – 12-13

5 Understanding reading ages – 10-11

6 Understanding reading ages – 8-9

7 Understanding reading ages – 6-7

8 Understanding reading ages – glossary of reading terms

### Leadership and thinking prompts

Whole School Literacy – things to think about

Reading leadership at all levels

## Academic Extension Reading in English

### Strategies to build confidence and fluency

Academic Extension Reading in English – classroom reading strategies

Academic Extension Reading in English – vocabulary preparation and clarification strategies

## Improving writing at KS3

### The role of explicit teaching at sentence and paragraph level

### Year 7 writing assessment and progression materials

https://english.hias.hants.gov.uk/course/section.php?id=5209.url

### Guided writing practice for KS3

Guided writing at KS3 - CPD slides

Guided writing at KS3 guidance

### Underpinning knowledge – addressing gaps in writing knowledge

Barriers to the Year 6 expected standard

Securing sentence grammar

Securing straightforward punctuation

Securing paragraphing

Writing and punctuating dialogue

Expanding sentences to add detail

### Maintaining and building upon KS2 writing standards

Creating cohesion in narrative writing

Using the senses in narrative writing

### Critical writing at sentence level

Critical writing sentences – sentence expanding

Critical writing sentences – sentence combining

Degrees of certainty in critical writing

### Killgallon's sentence composing strategies

Sentence Imitation

Sentence Unscrambling
Sentence Combining
Sentence Expanding

## Curriculum Design

12 principles for secondary English curriculum design

### Secondary curriculum design series

Part 1: Literary heritage, cultural capital, representation, and knowledge in English
Part 2: English Language in the KS3 curriculum
Part 3: Progression principles in English curriculum design
Part 4: Pitch and expectations in English at KS3
Part 5: Pedagogy for English

## Explicit Vocabulary Teaching

### Ideas and strategies for teaching vocabulary

Understanding vocabulary tiers
Clarifying unfamiliar vocabulary
Using simple task designs to develop sophisticated vocabulary
Pre-loading vocabulary

### Morphology

Understanding morphology

### Etymology

Greek roots A-D
Greek roots E-H
Greek roots I-M
Greek roots N-S
Greek roots T-Z
Latin Roots A-D
Latin Roots E-H
Latin Roots I-M
Latin Roots N-R
Latin Roots S-Z

## Developing Critical Writing

### Introduction

Introduction to progression in critical writing

### Expectations of written responses to texts in Year 6

Expectations in Year 6

### Starting to write critically in Year 7

### Developing critical writing in Year 8

### Writing critically by the end of Year 9

### Polishing critical writing for high attainment at KS4

Critical writing at KS4

### Progression in assessment of critical writing

Assessment of and through critical writing

## KS2-3 Transition

### Academic Transition

A Guide to Supporting Academic Transition
Journey through the Key Stages

### Writing progression across primary

Primary writing progression guidance

### Building on the familiar in early Year 7

## KS3 Curriculum, Assessment and Resources

### GCSE-readiness by the end of Year 9

What does GCSE-ready mean?

### Improving writing at KS3 – Year 7+

KS2 Writing Expectations Extended to Year 7
Year 7 Writing Pen Portrait
Year 7 Writing Teach and Secure sequence

### KS3 Writing Curriculum

KS3 Writing Curriculum Decision Prompts
Elements of narrative writing at KS3

### KS3 Curriculum and Assessment Model

Key Stage 3 Model
Progression in Assessment at KS3
Domain Level KS3 Progression to GCSE AOs
KS3 English Diagnostic Assessment Tool – Reading
KS3 English Diagnostic Assessment Tool – Writing

## KS4 Curriculum, Assessment and Resources

### Diagnostic assessment – writing

Diagnostic grid for writing – content, ideas, and intentions
Diagnostic grid for writing – structure and organisation
Diagnostic grid for writing – narrative/descriptive

### Accessing top grades

Why is it not a Grade 7?

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Exploring language choices

### GCSE English Literature

Macbeth Cumulative Review Questions
Peer coaching cards for critical writing in response to literature
Radial question prompts for response to Shakespeare
Using radial questions to deepen understanding and support discussion
Exploring layers of meaning within figurative language choices
75-word challenges

### Resources

Thinking Maps
Revision Loop – Theme: Inequality
Responding to Text Structure
Addressing the Barriers in Reading at GCSE

## KS3 and KS4 Learning Journey Planning

### KS3 Planning Guidance

Planning Process

### The Island at the End of Everything – Year 7

The Island at the End of Everything Year 7 Learning Journey
The Island at the End of Everything Resources

### Karl Nova: Rhythm and Poetry - Year 7

Karl Nova Year 7 Learning Journey

#### Rhythm and Poetry Resources

1) Bag of Words Rhythm and Poetry
2) New Reciprocal Reading Summary Guidance
3) Tiny Text Example
4) Why do group work
5) Possible Question Prompts
6) Rhythm and Poetry in Rap and Hip-Hop
7) Rhythm and Poetry in Rap and Hip-Hop Links
8) The Power of I Like
9) Black Out Poem
10) Peer Pressure Images and Analogies
11) Comparison

Peer Pressure by Karl Nova

### Ray Bradbury Short Stories - Year 9

Ray Bradbury Year 9 Learning Journey

#### Supporting Resources

1) Headlines
2) Marionettes, INC. Business cards

New Reciprocal Reading Summary Guidance

### Key Stage 4 Writing Journeys

#### Night-Time Writing Journey

MIND-MAP examples
Night-Time Images and Quotations
Night-Time Teaching Ideas
Night Walks - Dickens - extra text for enrichment

#### Identity, Self and Society Writing Journey

Jigsaw words and extended metaphors for cohesion
Metaphor word bank starters
Personality layers – Russian dolls

#### Fear and Helplessness Writing Journey

KS4 Writing Journey – Fear and Helplessness

#### Doors to the Unknown Writing Journey

KS4 Writing Journey – Doors to the Unknown

## Spelling

### Diagnostic Spelling Assessment

Ben's Cat – Diagnostic Spelling Assessment
Ben's Cat – Using the Diagnostic Spreadsheet
Ben's Cat Diagnostic Spelling Analysis

### Resources

Spelling Strategies
Becoming an effective speller
Planning the teaching of spelling through error analysis
Spelling Error Analysis

## Quality Texts

### KS3 Book Lists

KS3 Book List Non-Fiction
KS3 Book List Novels

## Oracy and Spoken Language

### Building high-quality oracy in the classroom

Dialogic Talk – Teaching Reading for Comprehension
Structured classroom talk (think-pair-share)

## Action Planning

### Resources

Action Planning Examples
Action Planning

# Primary

## Primary Moodle+ Resources

### Leading Geography

*New March 2026* Progression in Practice - Planning Knowledge and Skills in Key Stage 1
An Interpretation of the Geography National Curriculum
Geography Enquiry Approach
Leading Geography in my school
Pupil Survey for Geography
Geography Staff Meeting
What resources does my school need to teach geography
Being 'Ofsted ready'
All things fieldwork – A planning resource for primary geography
Understanding disciplinary knowledge
Supporting Primary Geography in the Mixed-Age Classroom

### Longitudinal Studies

A Guide to Longitudinal Studies
Science Long Term Study Planning Template – printable
Year 1 sheet (adults can scribe)
Year 2 sheet (adults can scribe)

### Medium Term Plans

KS1 non-European Study MTP
MTP KS1 Martha Maps it Out
Transition KS1-2 MTP
KS2-3 Transition MTP
KS1 MTP Our neighbourhood our community
A Geography Place Study - guidance
KS1 – Are they here? #1
KS2 – Rivers #2
KS1 – My Local Park #3
KS2 – Volcanoes and Earthquakes #4
KS2 – Biomes and Climate Zones #5
KS2 – Economic Activity #6
KS2 – Natural Resources #7
KS1 – Hot and Cold Areas #8
KS2 – Rivers #9
KS1 – Brilliant Beaches #10
KS2 – Natural Resources #11
KS2 – Comparative place – Rio de Janeiro #12
KS2 – Egyptians #13
KS1 – Locational Knowledge
KS2 – Locational knowledge #1
KS2 – Locational knowledge #2

### What is the word?

What is the word #1 Beach Coast Harbour Ocean
What is the word #2 City Town Village House
What is the word #3 Sea Port River Cliff
What is the word #4 Factory Farm Office Shop
What is the word #5 Forest Hill Soil Vegetation
What is the word #6 Mountain Valley Season Weather

### Teaching Ideas

Teaching idea #1 – The Local Area
Teaching idea #2 – Continents and Oceans
Teaching idea #3 – Human or Physical
Teaching idea #4 – Similar or Different
Teaching idea #5 – Playing Games with the Atlas
Teaching idea #6 – Identifying in Geography
Teaching idea #7 – Describing in Geography
Teaching idea #8 – Explaining in Geography
Teaching idea #9 – Comparing in Geography
Teaching idea #10 – Evaluating in Geography
Teaching idea #11 – Fieldwork Process and Methods
Teaching idea #12 – KS1 Fieldwork Questions
Teaching idea #13 – KS2 Fieldwork Questions
Teaching idea #14 – Home learning activities
Teaching idea #15 – Supporting pupils with SEND
Teaching idea #16 – Looking, thinking, speaking, and writing
Teaching idea #17 – KS1 work examples
Teaching idea #18 – KS2 work examples

### Retrieval in Geography

Five for Five

### Key Stage 1: Where am I?

Where am I KS1 #1 Antarctica
Where am I KS1 #2 Africa
Where am I KS1 #3 Atlantic Ocean
Where am I KS1 #4 Arctic Ocean
Where am I KS1 #5 Asia
Where am I KS1 #6 Europe
Where am I KS1 #7 Indian Ocean
Where am I KS1 #8 North America
Where am I KS1 #9 Oceania
Where am I KS1 #10 Pacific Ocean
Where am I KS1 #11 South America
Where am I KS1 #12 Southern Ocean

### Key Stage 2: Where am I?

Where am I KS2 #1 Naples Italy
Where am I KS2 #2 London UK
Where am I KS2 #3 New York USA
Where am I KS2 #4 Rio de Janeiro Brazil
Where am I KS2 #5 Morocco

Where am I KS2 #6 Russia
Where am I KS2 #7 New Zealand
Where am I KS2 #8 Indonesia
Where am I KS2 #9 France
Where am I KS2 #10 South Africa
Where am I KS2 #11 Peru
Where am I KS2 #12 Tokyo Japan
Where am I KS2 #13 Nepal
Where am I KS2 #14 Las Vegas USA
Where am I KS2 #15 Iceland
Where am I KS2 #16 Moscow Russia
Where am I KS2 #17 Athens Greece
Where am I KS2 #18 Sydney Australia

### Assessment

Hinge questions in geography, checking for understanding
Assessment – Knowledge, Understanding and Skills
Geography ARE and skills progression

### Reading

KS1 KS2 Geographical Reading
Local geographical stories for EYFS and Year R

## Locational Geography

### Key Stage 1: Where am I?

Supporting children in Key Stage 1 with locational knowledge
Where am I KS1 #1 Antarctica
Where am I KS1 #2 Africa
Where am I KS1 #3 Atlantic Ocean
Where am I KS1 #4 Arctic Ocean
Where am I KS1 #5 Asia
Where am I KS1 #6 Europe
Where am I KS1 #7 Indian Ocean
Where am I KS1 #8 North America
Where am I KS1 #9 Oceania
Where am I KS1 #10 Pacific Ocean
Where am I KS1 #11 South America
Where am I KS1 #12 Southern Ocean

### Key Stage 2: Where am I?

Supporting children in Key Stage 1 with locational knowledge
Where am I KS2 #1 Naples Italy
Where am I KS2 #2 London UK
Where am I KS2 #3 New York USA
Where am I KS2 #4 Rio de Janeiro Brazil
Where am I KS2 #5 Morocco
Where am I KS2 #6 Russia
Where am I KS2 #7 New Zealand
Where am I KS2 #8 Indonesia
Where am I KS2 #9 France
Where am I KS2 #10 South Africa
Where am I KS2 #11 Peru
Where am I KS2 #12 Tokyo Japan
Where am I KS2 #13 Nepal
Where am I KS2 #14 Las Vegas USA
Where am I KS2 #15 Iceland
Where am I KS2 #16 Moscow Russia
Where am I KS2 #17 Athens Greece
Where am I KS2 #18 Sydney Australia

## Monitoring

### Medium Term Plans

KS1 non-European Study MTP
A Geography Place Study – guidance
KS1 – Are they here?
KS2 – Rivers
KS1 – My Local Park
KS2 – Volcanoes and Earthquakes
KS2 – Biomes and Climate Zones
KS2 – Economic Activity
KS2 – Natural Resources
KS1 – Hot and Cold Areas
KS2 – Rivers
KS1 – Brilliant Beaches
KS2 – Natural Resources
KS2 – Comparative place - Rio de Janeiro
KS2 – Egyptians
KS1 – Locational Knowledge
KS2 – Locational knowledge #1
KS2 – Locational knowledge #2

### Assessment

Assessment – Knowledge, Understanding and Skills
Geography ARE and skills progression

## Literacy

### What is the word?

What is the word #1 Beach Coast Harbour Ocean
What is the word #2 City Town Village House
What is the word #3 Sea Port River Cliff
What is the word #4 Factory Farm Office Shop
What is the word #5 Forest Hill Soil Vegetation
What is the word #6 Mountain Valley Season Weather

### Reading

KS1 KS2 Geographical Reading
Local geographical stories for EYFS and Year R

## Leading Geography

### Primary Moodle+ Resources

Teaching new geography content

### Leading Geography

*New March 2026* Progression in Practice - Planning Knowledge and Skills in Key Stage 1

An Interpretation of the Geography National Curriculum

Geography Enquiry Approach

Leading Geography in My School

Pupil Survey for Geography

What resources does my school need to teach geography

Geography Staff Meeting

Fieldwork Staff INSET Presentation slides

Fieldwork planning slides for INSET

Understanding disciplinary knowledge

### Teaching Ideas

Teaching idea #1 – The Local Area

Teaching idea #2 – Continents and Oceans

Teaching idea #3 – Human or Physical

Teaching idea #4 – Similar or Different

Teaching idea #5 – Playing Games with the Atlas

Teaching idea #6 – Identifying in Geography

Teaching idea #7 – Describing in Geography

Teaching idea #8 – Explaining in Geography

Teaching idea #9 – Comparing in Geography

Teaching idea #10 – Evaluating in Geography

Teaching idea #11 – Fieldwork Process and Methods

Teaching idea #12 – KS1 Fieldwork Questions

Teaching idea #13 – KS2 Fieldwork Questions

Teaching idea #14 – Home learning activities

Teaching idea #15 – Supporting pupils with SEND

Teaching idea #16 – Looking, thinking, speaking and writing

Teaching idea #17 – KS1 work examples

Teaching idea #18 – KS2 work examples

### Teaching guides

Teaching Tectonic Hazards in Key Stage 2 and Key Stage 3

# Secondary

## Leading Geography

### Secondary Moodle+ Resources

7 steps for supporting students with SEND

### Leading Geography

1) KS3 Assessment Statements for Mastery
2) The Challenges of KS3
3) Preparing Pupils for Exams
4) Purposeful Displays in the Geography Classroom
5) The Qualities of a Competent Geographer
6) The Importance of Literacy #1
7) The Importance of Literacy #2
8) The Fieldwork Gap
9) Scheme of Work planning at GCSE
10) Supporting pupils with the A-level transition
11) Teaching human geography with humans
12) What is geography
13) Supporting pupils with SEND
14) Looking, thinking, speaking, and writing
15) Intention

Checklist of geography skills KS3
Planning for Key Stage 3 fieldwork progression

## Teaching Geography

### Secondary Moodle+ Resources

*New Sept 2025* How global is our school – human fieldwork in the school car park
Tackling Educational Disadvantage in Geography – Frayer Model
Hinge Questions
MTP for Y6-7 transition
Teaching new geography content

### Teaching guides

Teaching Tectonic Hazards in Key Stage 2 and Key Stage 3

### Geography Skills

Example of a developed Coggle mind map for KS4 coast units
Geography Skills #1 inference grids
Geography Skills #2 20 Questions
Geography Skills #3 Revision Clocks
Geography Skills #4 Inference starter activity – use of figures

### Retrieval Activities in Geography

Five for five
Odd one out activity
25 points

### AI and EdTech in Geography

*New Sept 2025* Using AI in Geography
Edtech tools Part 1
Edtech tips and tricks
Edtech tools to support students with SEND

### Geography Teaching Activities

1) Exploring the Local Area
2) UK or Not
3) What Can the Map Tell Us?
4) South American Place Study
5) Evaluating in Geography
6) The Issue Evaluation
7) Scheme of Work idea – Natural resources

### Geography Teaching

1) Literacy Beyond the Definition
2) Figure Trigger
3) Avoiding Copying
4) A New Fieldwork Approach
5) Speak Like a Geographer
6) Encouraging Holistic Thinking in Geography
7) The benefits of Loom and Zoom
8) The Power of Podcasting
9) Effective feedback

### Where am I?

Where am I KS3 #1 – #9

## GCSE

### GCSE Skills

OCR B skills Our Natural World
Data presentation evaluation
Pie Chart Making
Physical fieldwork booklet – Lee on Solent
Human fieldwork booklet – Lee on Solent
Creating Proportional Symbol Maps
Unfamiliar Fieldwork
Climate Graphs
Calculating Percentage Change

### GCSE AQA

AQA Exam Format Quiz
AQA Key Words Living with the Physical Environment
AQA Key Words The Living World
AQA Key Words Physical Landscapes in the UK
AQA Key Words Urban Issues and Challenges
AQA Key Words Economic
AQA Key Words Resource Management
MCQ – The Challenge of Natural Hazards
MCQ – The Living World

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MCQ – Physical Landscapes in the UK

### GCSE Edexcel B

Fieldwork Recording Grid
Edexcel Exam Format Quiz
Edexcel B key words – Hazardous Earth
Edexcel B key words – Development Dynamics
Edexcel B key words – Challenges of an Urbanising World
Edexcel B key words – The UK's Evolving Physical Landscape
Edexcel B key words – The UK's Evolving Human Landscape
Edexcel B key words – People and Environment Issues

### GCSE OCR B

OCR B Personalised Learning Checklist – Global Hazards
OCR B Personalised Learning Checklist – Changing Climate
OCR B Personalised Learning Checklist – Distinctive Landscapes
OCR B Personalised Learning Checklist – Sustaining Ecosystems
OCR B Personalised Learning Checklist – Urban Futures
OCR B Personalised Learning Checklist – Dynamic Development
OCR B Personalised Learning Checklist – UK in the 21st Century
OCR B Personalised Learning Checklist – Resource Reliance

## Literacy

### Vocabulary

Supporting the development of geographical vocab through S.E.E.C

### What are the words?

What are the key words #1 Rio beach Looe harbour
What are the key words #2 NZ harbour UK landscape
What are the key words #3 River Thames Morocco desert

### Book Corner

Geography Reading Books – North America
Geography Reading Books – South America
Geography Reading Books – Oceania
Geography Reading Books – Europe
Geography Reading Books – Africa
Geography Reading Books – Asia
Geography Reading Books – Arctic and Antarctica

### Supporting disciplinary literacy

Reading like a geographer

## Home Learning

### KS3 Homework

Water homework
Rivers homework
Population homework
Hazards homework
Extreme Environments homework
Our World Homework

# Primary

## Additional History HITS Strategies

Additional History HITS strategy
Additional History HITS strategy – History graphs
Additional History HITS strategy – Puzzle boxes
Additional History HITS strategy – Sorting scramble
Additional History HITS strategy – Through the Keyhole
Additional History HITS strategy – What's the Link

## Documents

Monitoring in Primary History
Research your KS2 Local Study
Teaching the Early Islamic Civilization at AD/CE 900
Using the Census
Using Timelines in Primary History
Understanding historical knowledge Part 1 – types of knowledge
Understanding historical knowledge Part 2 – substantive knowledge
Understanding historical knowledge Part 3 – disciplinary knowledge
What are the common misconceptions around the work of a historian?
What do we want children to know about how a historian works?

## History film clips and podcasts

Film clips for Key Stage 1
Podcasts for teacher CPD

## Planning resources

6 Step Enquiry... Planning a local study
KS1 Curriculum Overview Plan
KS2 Curriculum Overview Plan

## Teaching resources

How does historian David Olusoga use the work of archaeologists to create an account of Roman society? KS2 lesson example and additional resources
Resources for teaching the Stone Age in Key Stage 2
Resources for teaching the Bronze Age in Key Stage 2
Resources for teaching the Iron Age in Key Stage 2
Resources for teaching the Roman Empire and its impact on Britain in KS2
Similarity and difference in Primary History
Sources and evidence in history
Teaching about the Windrush generation in Key Stage 1 and 2
Teaching Ancient Greece
Teaching an overview of Ancient Civilisations
Teaching local history
Using stories for remembering in history
Women of historical significance in KS1 and 2

# Secondary

## Guidance on history leadership

Action Plan for History Leaders in Response to the Curriculum and Assessment Review
Awarding History Grades in 2020
Building conceptual knowledge at Key Stage 3
Common terms to describe different types of historical knowledge
Curriculum and Assessment Review implications for History
Guidance on Blended Learning in History
How Should you Plan your History Curriculum?
Key findings on the Secondary History Curriculum in schools from the 2023 Ofsted History Subject Report – Rich encounters with the past
Main findings and recommendations for school history from the 2023 Ofsted History Subject Report
Preparing for an Ofsted Deep Dive into History
Self-evaluating Tool to Assess the Quality of History Leadership
Teaching a Representative History 2020
TED in secondary history – A guide for history leaders
TED in secondary history – A self-evaluation and action plan for history leaders
TED in secondary history – School examples
TED in secondary history – Tackling the vocabulary gap and building generative knowledge
Ten Key Principles for Delivering Effective Revision

## Guidance on teaching history

Addressing the common misconceptions around historical enquiry in the Secondary curriculum
An effective pathway through enquiry led learning
Building Arguments
Commemorating VE Day Through Home Study
Disciplinary Literacy
Effective Endings and Outcomes to History Lessons
Encouraging Historical Debate
Grappling with Enquiry by Sarah Herrity and Neil Bates
Improving Literacy in History Classroom Discussions
Principles of High-quality Enquiry Work
Resources for a more representative history curriculum
Smart Starts to History Lessons
Talking about Change and Continuity
Teaching historical enquiry in the Secondary history curriculum
The Norman Conquest Book Review
Use the Language of a Historian
Why your curriculum should be enquiry based

## Resources for teaching KS3 history

### Why is Putin rewriting the history of WWII?

Why is Putin rewriting the history of WWII? Teaching resource 1
Why is Putin rewriting the history of WWII? Information cards resource 2

### Bristol Bus Boycott

Bristol Bus Boycott Lesson 2 Resource 1: Did it change Britain forever. Historical significance enquiry
Bristol Bus Boycott Lesson 2 Resource 2: case studies
Bristol Bus Boycott Lesson 2 Resource 3: Progress of other groups
Bristol Bus Boycott Lesson 2 Resource 4: Worksheet
What happened in Bristol during 1963, Bus Boycott enquiry lesson 1 resource 1
What happened in Bristol during 1963, Bus Boycott clues, resource 2

### Eleanor of Aquitaine

Is Eleanor of Aquitaine a she-wolf – lesson 1 resource
Is Eleanor of Aquitaine a she-wolf – lesson 2 resource

### Kingdom of Benin

KS3 Curriculum of teaching African Kingdoms from Priestlands School
Lesson 1 How do Historians know about the Kingdom of Benin – worksheet
Lesson 1 How do Historians know about the Kingdom of Benin – teaching resource
Lesson 2 – should the African Kingdoms be returned?
Resources for lesson 2 – should the Benin Bronzes be returned to Benin?

### Arkwright Lesson Plan

Arkwright Lesson Plan
Hampshire Arkwright Lessons Resources

### Teaching the History of the Islamic World

Resource 1 – How did the Silk Roads create a World Wide Web?
Resource 2 – Why was Baghdad the beating heart of the Islamic World?
Resource 3 – Why was Baghdad the beating heart of the Islamic World? Student booklet

### Resistance to colonial slavery in Jamaica

Jamaican Resistance Enquiry Teaching materials resource 1 and 2

### Black presence in Roman Britain

How does historian David Olusoga use sources to make claims of black presence in Roman Britain? (Including additional resources)

### A Window on India

A Window on India Enquiry Resource 1
A Window on India Resource 2 Character cards
A Window on India Resource 3 Subject knowledge for teachers on the enquiry sources

## Resources for teaching KS4 history

### GCSE paper guides

Hampshire GCSE Paper Student Guides AQA
Hampshire GCSE Paper Student Guides EDEXCEL
Hampshire GCSE Paper Student Guides EDUQAS
Hampshire GCSE Paper Student Guides OCR

### Effective revision

GCSE History Revision Ideas
Making Revision Personalised
Revising GCSE Knowledge Content

# Primary

## Planning and assessment

### Hampshire Schemes of Learning Updated 2023

#### Long Term Maps

Long term plan Year 1-6 (single year group classes)

Long term maps – Year 1-6 mixed class

#### Medium Term Plans

Year 1-6 HIAS Maths Scheme of Learning Medium Term Plan

#### Medium Term Plans – Mixed Year Groups

Reception and Year 1 – HIAS Maths Scheme of Learning Medium Term Plan

Reception, Year 1 and Year 2 – HIAS Maths Scheme of Learning Medium Term Plan

Year 1-6 – HIAS Maths Scheme of Learning Medium Term Plans

#### Year 1 Unit Plans

1.1 – 1.15 Unit Plan

#### Year 2 Unit Plans

2.1 – 2.15 Unit Plan

#### Year 3 Unit Plans

3.1 – 3.16 Unit Plan

#### Year 4 Unit Plans

4.1 – 4.16 Unit Plan

#### Year 5 Unit Plans

5.1 – 5.18 Unit Plan

#### Year 6 Unit Plans

6.1 – 6.18 Unit Plan

### Reasoning and Intelligent Practice Tasks

#### Year 1

Year 1 - Autumn term - Reasoning and Intelligent Practice

Year 1 - Spring term - Reasoning and Intelligent Practice

#### Year 2

Year 2 - Autumn term - Reasoning and Intelligent Practice

Year 2 - Spring term - Reasoning and Intelligent Practice

#### Year 3

Year 3 - Autumn term - Reasoning and Intelligent Practice

Year 3 - Spring term - Reasoning and Intelligent Practice

#### Year 4

Year 4 - Autumn term - Reasoning and Intelligent Practice

Year 4 - Spring term - Reasoning and Intelligent Practice

#### Year 5

Year 5 - Autumn term - Reasoning and Intelligent Practice

Year 5 - Spring term - Reasoning and Intelligent Practice

#### Year 6

Year 6 - Autumn term - Reasoning and Intelligent Practice

Year 6 - Spring term - Reasoning and Intelligent Practice

### Faded Scaffolds and Intelligent Practice

#### Year 1

1.1 – 1.15 Faded Scaffold and Intelligent Practice

#### Year 2

2.1 – 2.15 Faded Scaffold and Intelligent Practice

#### Year 3

3.1 – 3.16 Faded Scaffold and Intelligent Practice

#### Year 4

4.1 – 4.16 Faded Scaffold and Intelligent Practice

#### Year 5

5.1 – 5.18 Faded Scaffold and Intelligent Practice

#### Year 6

6.1 – 6.18 Faded Scaffold and Intelligent Practice

### Paired Examples

**Year 1**

Paired example Unit 1.1 – 1.15

**Year 2**

Paired example Unit 2.1 – 2.15

**Year 3**

Paired example Unit 3.1 – 3.16

**Year 4**

Paired example Unit 4.1 – 4.16

**Year 5**

Paired example Unit 5.1 – 5.18

**Year 6**

Paired example Unit 6.1 – 6.18

### Entry and Exit Tickets

#### Year 1 – Entry and Exit Tickets

HIAS SoL Year 1 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 1 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

#### Year 2 – Entry and Exit Tickets

HIAS SoL Year 2 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 2 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

#### Year 3 – Entry and Exit Tickets

HIAS SoL Year 3 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 3 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

### Year 4 – Entry and Exit Tickets

HIAS SoL Year 4 Entry and Exit Tickets – Autumn Term
HIAS SoL Year 4 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

### Year 5 – Entry and Exit Tickets

HIAS SoL Year 5 Entry and Exit Tickets – Autumn Term
HIAS SoL Year 5 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

### Year 6 – Entry and Exit Tickets

HIAS SoL Year 6 Entry and Exit Tickets – Autumn Term
HIAS SoL Year 6 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

## Interleaving, Recall and Retrieval

### Year 1 – Interleaving, Recall and Retrieval

Retrieval Year 1 Unit 1.1 – 1.15

### Year 2 – Interleaving, Recall and Retrieval

Retrieval Year 2 Unit 2.1 – 2.15

### Year 3 – Interleaving, Recall and Retrieval

Retrieval Year 3 Unit 3.1 – 3.16

### Year 4 – Interleaving, Recall and Retrieval

Retrieval Year 4 Unit 4.1 – 4.16

### Year 5 – Interleaving, Recall and Retrieval

Retrieval Year 5 Unit 5.1 – 5.18

### Year 6 – Interleaving, Recall and Retrieval

Retrieval Year 6 Unit 6.1 – 6.18

## Connect4Maths – Primary

**Year 1 – Connect4Maths**
Connect4Maths Unit 1.1 – 1.15
**Year 2 – Connect4Maths**
Connect4Maths Unit 2.1 – 2.15
**Year 3 – Connect4Maths**
Connect4Maths Unit 3.1 – 3.16
**Year 4 – Connect4Maths**
Connect4Maths Unit 4.1 – 4.16
**Year 5 – Connect4Maths**
Connect4Maths Unit 5.1 – 5.18
**Year 6 – Connect4Maths**
Connect4Maths Unit 6.1 – 6.18

## Year 6 SATs Preparation Resources

### Year 6 SATs Preparation Resources – 2026

Year 6 2026 Maths Revision Plan

### Conceptual Variation Tasks

C4 Add and subtract to solve problems
C5 Properties of number – multiples, factors, primes, squares and cubes
C6 Multiply and divide mentally
C7 Divide using written methods
C7 Multiply using written methods
C8 Solve problems – working backwards
F1 Recognise, find, write, name and count fractions
F2 Equivalent fractions
F3 Comparing and ordering fractions
F4 Add and subtract fractions
F6 Fraction and decimal equivalence
F9 Multiply and divide decimals
F10 Solve problems with decimals
F10 Solve problems with fractions
F12 Solve problems with percentages
G4 Angles
N3 Place Value
N4 Rounding
P2 Describe position, direction and movement

### 2025 Reasoning and Intelligent Practice Tasks

### Developing Reasoning – 2025 update

### Year 6 Weekly Revision Variation Examples – 2022

Year 6 Week 1-14 revision_variation example

### Year 6 SATs Preparation Resources – 2025

Year 6 2025 Maths Revision Plan
Year 6 Week 1-15 revision_2024 SATs anchor tasks

### Reasoning and Intelligent Practice Tasks

Year 6 Week 1-15 reasoning task

### Year 6 SATs Preparation Resources – 2024

Year 6 Maths Revision Plan 2024

### Year 6 Weekly Revision SATs tasks 2024

Year 6 Week 1-15 revision_2023 SATs anchor tasks

### General Resources

Year 6 Developing Reasoning
Year 6 Guidance Document – Using a framework for reasoning questions
Year 6 Guidance Document – Choosing an efficient strategy to solve a calculation
Year 6 Guidance Document – Using pictures, jottings, and models to support mathematical thinking
Helping pupils to understand the concept of ‘scaling’
Year 6 Guidance Document – Using a bar model to solve problems involving fractions
Year 6 Guidance Document – Integers
Year 6 Guidance Document – Decimals

## Year 2 Assessment Guidance – Spring and Summer

## Hampshire Assessment Model

Year 1-6 Milestone3 Assessment Sheets May 2021

## Planning Templates

### Planning a unit of work – revised

Revised Planning a Unit of Work

### Developing Maths through a Key Task

### Planning for Remote Learning

Remote Learning Flow Diagram
Remote Learning Diagram with notes

## Maths resources

### Key Stage 1 Key Facts Document

### Mastering Times Tables Document

### SEND Case Study Good Practice Guide – Mathematics

### Primary Number Facts: Matching cards to support recall and retrieval

#### Number Bonds and Complements

Complements to 1 - hundredths
Complements to 1_tenths
Complements to 100 – multiples of ten
Complements to 100 – two-digit numbers
Number Bonds to 10
Number Bonds to 20

#### Fractions, Decimals, Percentages and Ratio

Fractions – fifths, tenths, hundredths
Fractions – halves, quarters, eighths
Fractions – thirds, sixths, ninths
Ratio and Proportion Cards

#### Measure

Measure Cards

#### Algebra

Algebra Cards

#### Special Numbers

Cube numbers
Prime numbers
Square numbers
Triangular numbers

#### Multiplication tables and linked Division facts

Two Times Table and associated division facts
Three Times Table and associated division facts
Four Times Table and associated division facts
Five Times Table and associated division facts
Six Times Table and associated division facts
Seven Times Tables and associated division facts
Eight Times Table and associated division facts
Nine Times Table and associated division facts
Ten Times Table and associated division facts
Eleven Times Table and associated division facts
Twelve Times Table and associated division facts

### Primary Mental Fluency Check and Progression Documents

#### Key Stage 1

Mental Fluency Check Key Stage 1
Mental Fluency Progression Key Stage 1

#### Key Stage 2

Mental Fluency Check Key Stage 2
Mental Fluency Progression Key Stage 2

### Primary TASC Resources

#### TASC Info

TASC Overview
TASC template

#### TASC Activities

Pudsey Bear Bag
Build a lighthouse
Making shapes
Magic squares
How Much Paper?
Finding Shapes

### Primary Vocabulary Cards

#### Number and Place Value

Number and Place Value 1-6

#### Addition and Subtraction

Addition and Subtraction 1-6

#### Multiplication and Division

Multiplication and Division 1-6

#### Fractions, Decimals and Percentages

Fractions, Decimals and Percentages 1-6

#### Geometry

Geometry 1-6

#### Measurement

Measure – Area and Perimeter
Measure – Capacity
Measure – Comparison
Measure – Length
Measure – Mass
Measure – Time

## Articles

### Primary Moodle+ Articles and CPD

#### Articles

Reaching the standard at KS2
Bar Modelling article

#### CPD

Staff Meeting: Mathematical variation
Bar modelling for KS1
Bar modelling for KS2

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# Secondary

## Hampshire Schemes of Learning Updated 2023

### Long-Term Maps

Long-term Maps – Year 7-9
Long-term Maps – Year 1-9

### Medium-term Plans

Medium-term Plans HIAS Scheme of Learning 2024

### Year 7

#### Year 7 – Unit Plans (updated 2023)

Unit Plan 7.1 Algebra and sequences
Unit Plan 7.2 Calculation and accuracy
Unit Plan 7.3 Perimeter and area
Unit Plan 7.4 Ratio and calculation
Unit Plan 7.5 Ratio, units and indices
Unit Plan 7.6 Fractions
Unit Plan 7.7 Probability
Unit Plan 7.8 Polygons and polydera
Unit Plan 7.9 Percentage, ratio and proportion
Unit Plan 7.19 Coordinates and linear
Unit Plan 7.11 Angles and transformations
Unit Plan 7.12 Statistics
Unit Plan 7.13 Area and volume
Unit Plan 7.14 Algebra and sequences
Unit Plan 7.15 FDP and indices

### Year 8

#### Year 8 – Unit Plans (updated 2023)

Unit Plan 8.1 PV and number
Unit Plan 8.2 Shape and angle
Unit Plan 8.3 Probability
Unit Plan 8.4 Ratio and % change
Unit Plan 8.5 Algebra, sequences and graphs
Unit Plan 8.6 Perimeter and area
Unit Plan 8.7 Number and accuracy
Unit Plan 8.8 Compound measures
Unit Plan 8.9 Charts, graphs and averages
Unit Plan 8.10 Prime factors and standard form
Unit Plan 8.11 Graphs and simultaneous equations
Unit Plan 8.12 Similarity and congruence
Unit Plan 8.13 Probability
Unit Plan 8.14 Statistics
Unit Plan 8.15 Decimals and fractions
Unit Plan 8.16 Graphs and modelling
Unit Plan 8.17 Rates of change % HCF and LCM

### Year 9

#### Year 9 – Unit Plans (updated 2023)

Unit Plan 9.1 Representations of number
Unit Plan 9.2 Perimeter, area, and properties of shape
Unit Plan 9.3 Graphs
Unit Plan 9.4 Probability
Unit Plan 9.5 Prisms and pyramids. Pythagoras
Unit Plan 9.6 Probability, sets and venns
Unit Plan 9.7 Statistics, bivariate data
Unit Plan 9.8 Proportion, powers and roots
Unit Plan 9.9 Approximation and compound units
Unit Plan 9.10 Pythagoras and trigonometry constructions
Unit Plan 9.11 Functions
Unit Plan 9.12 Pythagoras and trigonometry
Unit Plan 9.13 Number, accuracy, and standard form
Unit Plan 9.14 Probability
Unit Plan 9.15 Statistics
Unit Plan 9.16 Functions

## Engaging Thinking Tasks

### KS3

Shaded Proportions
KenKen
Star Parts
Gaussian Sums Engaging thinking tasks
Isosceles triangles
Squares within Squares KS3
Three Neighbours KS3
Perimeter and Area L KS3
Even and Odd Integers KS3

### KS4

Tangents to the circle
What shape have I folded? (Surds)
KenKen 5x5
What's the areas?
Factor Challenge Engaging thinking tasks
Two circles and a kite
Circle within circle area KS4
Three consecutive numbers KS4
Forceful prism KS4
Inger angles KS4

## Interleaving, Recall and Retrieval

### Secondary – Interleaving, Recall and Retrieval

#### Year 7

**Year 7 – Interleaving, Recall and Retrieval**
Retrieval KS3 Unit 7.1-7.15
**Year 8**
**Year 8 – Interleaving, Recall and Retrieval**
Retrieval KS3 Unit 8.1-8.17
**Year 9**
**Year 9 – Interleaving, Recall and Retrieval**
Retrieval KS3 Unit 9.1-9.16

## Entry and Exit Tickets

### Year 7 – Entrance and Exit Tickets

HIAS SoL Y7 Entry and Exit tickets Autumn Term
HIAS SoL Y7 Entry and Exit tickets Spring Term
HIAS SoL Y7 Entry and Exit tickets Summer Term

### Year 8 – Interleaving, Recall and Retrieval

HIAS SoL Y8 Entry and Exit tickets Autumn Term
HIAS SoL Y8 Entry and Exit tickets Spring Term
HIAS SoL Y8 Entry and Exit tickets Summer Term

### Year 9 – Interleaving, Recall and Retrieval

HIAS SoL Y9 Entry and Exit tickets Autumn Term
HIAS SoL Y9 Entry and Exit tickets Spring Term
HIAS SoL Y9 Entry and Exit tickets Summer Term

## Paired Examples

### Year 7 – Paired Examples

Paired example Unit 7.1 – 7.15

### Year 8 – Paired Examples

Paired example Unit 8.1 – 8.17

### Year 9 – Paired Examples

Paired example Unit 9.1 – 9.16

## Connect4Maths - Secondary

### Year 7

Connect4Maths Unit 7.1 – 7.15

### Year 8

Connect4Maths Unit 8.1 – 8.17

### Year 9

Connect4Maths Unit 9.1 – 9.16

## Vocabulary Cards

### Year 7 Vocabulary Cards

Unit 7.1 – 7.15 Vocabulary Cards

### Year 8 Vocabulary Cards

Unit 8.1 – 8.17 Vocabulary Cards

### Year 9 Vocabulary Cards

Unit 9.1 – 9.16 Vocabulary Cards

## Secondary Hampshire Schemes of Learning Updated 2021

### Long Term Plans

Long term maps HIAS Year 7-9
Long term maps HIAS Year 1-9

### Termly Overviews – Year 1-9

Autumn Term overviews – mixed and single age planning – Year 1-Year 9
Spring Term overviews –mixed and single age planning – Year 1-Year 9
Summer Term overviews – mixed and single age planning – Year 1-Year 9

### Medium Term Plans

Year 7 – HIAS Maths Scheme of Learning Medium Term Plans for Year 7
Year 8 – HIAS Maths Scheme of Learning Medium Term Plans for Year 8
Year 9 – HIAS Maths Scheme of Learning Medium Term Plans for Year 9

### Year 7 Unit Plans

Unit 7.1-7.15

### Year 8 Unit Plans

Unit 8.1-8.17

### Year 9 Unit Plans

Unit 9.1-9.16

# Primary

## Moodle+ French resources

### Editable Primary French Age Related Expectations

Editable Primary French Age Related Expectations Year 3

Editable Primary French Age Related Expectations Year 4

Editable Primary French Age Related Expectations Year 5

Editable Primary French Age Related Expectations Year 6

### Editable Primary French long and medium-term plans

Long-term overview – KS2 French.doc

Medium-term plan Year 3 French.doc

Medium-term plan Year 4 French.doc

Medium-term plan Year 5 French.doc

Medium-term plan Year 6 French.doc

### Editable Primary French Word Mats

1. French Word Mat – je me presente – Introductions

2. French Word Mat – ma famille – my family

3. French Word Mat – mon anniversaire – my birthday

4. French Word Mat – mes animaux – my animals

5. French Word Mat – mes passe-temps – my hobbies

5. French Word Mat – opinions sur les passe-temps – opinions on hobbies

6. French Word Mat – manger et boire – eating and drinking

7. French Word Mat – faire du shopping – shopping

8. French Word Mat – mon ecole – my school

9. French Word Mat – les vetements – clothes

10. French Word Mat – les vacances – holidays

11. French Word Mat – la meteo – weather

12. French Word Mat – ma ville – my town

13. French Word Mat – demander le chemin – directions

14. French Word Mat – chez moi – my home

15. French Word Mat – jai mal – illnesses

### Editable Primary French Resources

Primary MFL Resources – manger et boire

Primary MFL Resources – les vacances

Primary MFL Resources – les passe-temps

Primary MFL Resources – ma famille

### Editable Primary French Assessment

Primary assessment ideas – manger et boire

MFL Assessment Record Sheet

## Moodle+ Spanish resources

### Editable Spanish Curriculum Planning Documents

Spanish – 4 Year Overview

Spanish Year 3-6 medium-term plan

### Editable Spanish Lesson Resources & Ideas

Year 3 Spanish Term 1 – Introductions Lesson

### Editable Spanish Word Mats

Y3 T1 – Me Presento

Y3 T2 – Mi Familia

Y3 T3 – Mi Cumpleanos

Y4 T1 – Mascotas

Y4 T2 – Sports and Hobbies

Y4 T2 – Opinions of Sports & Hobbies

Y4 T3 – Eating and drinking

Y4 T3 – Shopping

Y5 T1 – School

Y5 T2 – Clothes

Y5 T3 – Holidays

T6 T1 – Town

T6 T1 – Directions in Town

Y6 T2 – My House

Y6 T3 – Illnesses

### Editable Spanish Assessment Ideas

Primary assessment ideas – la comida

MFL Assessment Record Sheet

# Secondary

## Secondary MFL resources

Improving Listening Skills

Preparing Students for Speaking – 2024 GCSE

SEND Students in MFL

Using AI to enhance learning in MFL

GCSE Options Resources 2026

# Primary

## Collective Worship

Ideas for Autumn term 1 Collective Worship
Art websites to use in RE and Collective Worship

## Steps of the Cycle of Enquiry

Questions and Ideas for the Apply Step of the cycle
Questions and Ideas for the Communicate Step of the cycle
Questions and Ideas for the Evaluate Step of the cycle
Questions and Ideas for the Contextualise Step of the cycle
Questions and Ideas for the Inquire Step of the cycle

## Films and Virtual Tours

Creative ideas for teaching Passover
Virtual tours and film clips of synagogues
Virtual tours and film clips of mosques
KS2 RE Film Clips for use in the Contextualise and Evaluate Steps of Living Difference IV

## Christian Festivals

Ideas for your RE at Harvest time
Online Resources for Harvest Collective Worship
Film clips for Advent and Christmas
Virtual tours of Christian Churches

## RE Leadership

RE's Contribution to SMSC in Schools
Foundation Stage Ideas for RE
Writing an RE Policy for your primary school
Writing a Primary RE long-term plan for your school
KS1 and 2 resources for supporting SMSC in school
KS1 and 2 resources for use in the Contextualise and Evaluate Steps of Living Difference IV and for Collective Worship
Being Ofsted ready
Using Pupil Voice Effectively
Using Religious Objects in the Classroom
Using speakers to enhance your RE provision
Teaching great lessons with Living Difference IV
Using storytelling to deepen understanding in RE
Creating an effective long-term curriculum plan for primary RE using Living Difference IV: Key principles for long-term planning
New to leading RE? A short practical guide for subject leaders
Engagement in Primary RE

## RE Websites and Games

Useful Websites for Collective Worship
Using Snakes and Ladders for Concepts in Hinduism

## RE Vocabulary and Active Learning

Ideas to Make Your RE Active with Living Difference IV
Word Mat (God Talk)
Word Mat (Interpretation)
RE Film Clips (Living Difference IV)

## Resources for Buddhism and Activities

KS2 MTP – Community – The Sangha
Which Bible Shall We Use
Buddhism (Suffering – Dukkha)
Conscience Alley
Resources for teaching about Buddhist faith traditions

## Medium Term Plans for RE

KS1 MTP – Special Places – Mosque

## Medium Term Plans and Using Understanding Christianity

An RE visit to a school
Incarnation recognition (Year 1)
KS2 – The Golden Rule Humanism
KS1 – Special books – Islam
Understanding Christianity with Living Difference IV
KS1 MTP – Celebration – Islam
KS1 MTP – Special Places – Synagogue

## Other Resources

Teaching about Traveller Communities
Reading in Primary RE
Using visits to support teaching and learning in primary school
Resources for teaching about Hindu faith traditions
Teaching about Sikhi faith traditions
Stories in RE

# Secondary

## Documents

Activities to Encourage More Complex Thinking in RE at KS3 and KS4

Introductory Unit for Year 7

Introductory Unit – Assessment questions for end of Year 7

Introductory Unit – Symbolism Cycle of Enquiry

Religious Education and the Community of Philosophical Enquiry (P4C)

How to Explain ‘Enquiry’ in a Religious Education ‘Deep Dive’

Reading in RE

Using pupil voice effectively

Teaching about Hindu faith traditions: A list of online resources

How can RE contribute to whole school SMSC provision in secondary school

Principles for core KS4 RE

Secondary RE Leader checklist

Using speakers to enhance your secondary RE provision

Using scholarship in secondary RE

Stories in RE

Engagement in secondary RE

## Example Planning for Cycles of Enquiry

Torah Cycle

Tradition Cycle

KS3 Jihad Cycle of Enquiry

KS3 Shirk Cycle of Enquiry

KS3 Cycle on ‘Umma’

KS3 Cycle on the concept ‘Islam’

Teaching about Traveller communities in secondary school

Care Cycle

# Primary

## Longitudinal Studies

Longitudinal Study Suggested Long Term Plan Yr 1-6

A Guide to Longitudinal Studies

Science Long Term Study Planning TEMPLATE HIAS Moodle+ PRINTABLE

Year 1 sheet (adults can scribe)

Year 2 sheet (adults can scribe)

## Scientific Enquiry

### Scientific Enquiry Types Guidance

Scientific Enquiries Comparative and Fair Testing Key Stage 1 and 2

Scientific Enquiries Observation over time Key Stage 1 and 2

Scientific Enquiries – Using Secondary Sources Key Stage 1 and 2

### Scientific Enquiry Types Posters

Comparative and Fair Testing poster

Observing over time poster

Using secondary sources poster KS1

Using secondary sources poster KS2

Using secondary sources poster

## Hampshire Science Learning Journeys

### NEW Hampshire Science Learning Journeys

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

Long Term Plan for Mixed Age Classes Key Stage 1 – Key Stage 2

## Disciplinary Knowledge/Working Scientifically KPI Assessment

### Year 6 KPI Assessment Booklets

Year 6 HIAS Science Disciplinary Knowledge Working Scientifically KPI Assessment Pupil Booklet

Year 6 HIAS Science Disciplinary Knowledge Working Scientifically KPI Assessment Teacher Booklet

### Year 2 KPI Assessment Booklets

Year 2 HIAS Science Disciplinary Knowledge Working Scientifically KPI Assessment Pupil Booklet

Year 2 HIAS Science Disciplinary Knowledge Working Scientifically KPI Assessment Teacher Booklet

## Summative Assessment Booklets

### Year 1 Summative Assessment Booklets

Year 1 Animal Survival
Year 1 Describing Materials
Year 1 Habitats
Year 1 Science Answer Booklet
Year 1 Plants
Year 1 Seasons

### Year 2 Summative Assessment Booklets

Year 2 Animal Life Cycles
Year 2 Changing Materials
Year 2 Science Answer Booklet
Year 2 Making New Plants
Year 2 Pushes and Pulls

### Year 3 Summative Assessment Booklets – Autumn/Spring Units

Year 3 Animals, Skeletons and Movement
Year 3 Science Answer Booklet
Year 3 Light
Year 3 Magnets
Year 3 Plants and their food production
Year 3 Rocks and Soils
Year 3 Solids, liquids and gases

### Year 4 Summative Assessment Booklets – Autumn/Spring Units

Year 4 Digestion
Year 4 Living things
Year 4 Making Electrical Circuits Work
Year 4 Mixtures and Separating them
Year 4 Plant reproduction
Year 4 Science Answer Booklet

### Year 5 Summative Assessment Booklets

Year 5 Circulation
Year 5 Forces that Oppose Motion
Year 5 Fossils, Geological time and classification
Year 5 Science Answer Booklet
Year 5 Making New Substances
Year 5 Space and Gravity

### Year 6 Summative Assessment Booklets

Year 6 Classification and Evolution
Year 6 Controlling Electrical Circuits
Year 6 HIAS Science KPI Substantive Knowledge
Year 6 How Light Behaves
Year 6 Sound

# Science

## Vocabulary resources

Science Vocabulary Key Stage 1
Science Vocabulary Year 3
Science Vocabulary Year 4
Science Vocabulary Year 5
Science Vocabulary Year 6

## Substantive Knowledge Progression documents – editable Word versions

Biology – Animals (including humans) Year 1-Year 6 Science Substantive Knowledge Progression
Biology – Plants Year 1-Year 6 Science Substantive Knowledge Progression
Biology – Variation and evolution Year 1-Year 6 Science Substantive Knowledge Progression
Chemistry – Materials Year 1-Year 6 Science Substantive Knowledge Progression
Physics – Earth and Space Year 1-Year 6 Science Substantive Knowledge Progression
Physics – Electricity Year 1-Year 6 Science Substantive Knowledge Progression
Physics – Energy Pathways Year 1-Year 6 Science Substantive Knowledge Progression
Physics – Forces Year 1-Year 6 Science Substantive Knowledge Progression

## Disciplinary Knowledge

Disciplinary Knowledge and the National Curriculum Statutory requirements for Working Scientifically
Disciplinary Knowledge Tracker Key Stage 1
Disciplinary Knowledge Tracker Year 3-Year 4
Disciplinary Knowledge Tracker Year 5-Year 6

## Planning Template

Science Planning Template
Science Year 4 Making Electrical Circuits Work MTP

# Secondary

## Science and sustainability

Sustainability and climate lesson with microscopes

## KS4 Science Curriculum Planning

KS4 Science Curriculum Planning
KS4 Science Sequenced Topics (AQA)

## Resources for teaching reacting masses in GCSE Chemistry

A method for modelling and instructing pupils on how to calculate reacting masses (theoretical yields) in GCSE Chemistry

## SLOP Booklets

Physics topics 3 Particle model SLOP Booklet
Biology AQA Topic 1 Cell Biology SLOP Booklet with answers
P5 Forces and Motion SLOP Booklet
P5 Forces and Motion SLOP Booklet Answers
Physics topic 2 Electricity SLOP Booklet
Physics topics 1 Energy SLOP Booklet
AQA Quantitative Chemistry SLOP Booklet questions
AQA Quantitative Chemistry SLOP Booklet answers
AQA C7 Organic Chemistry SLOP Booklet

## Disciplinary Knowledge Trackers

Key Stage 3 Disciplinary Knowledge Tracker
Disciplinary Knowledge Tracker KS4

## AQA Chemistry Knowledge Rich Curriculum

AQA Chemistry Paper 1 Knowledge Rich Curriculum
AQA Chemistry Paper 2 Knowledge Rich Curriculum

## AQA Biology Knowledge Rich Curriculum

AQA Biology Paper 1 Knowledge Rich Curriculum

## YR 9 Fundamentals 1 Term Curriculum

Year 9 Fundamentals 1 Term Curriculum

## AQA Required Practical Knowledge Rich Curriculum

AQA Required Practical Knowledge Rich Curriculum

## Learning Resources

KS3 Mathematics for Science
KS3 Working Scientifically

# Science

## Supporting Vulnerable Learners

PEP Case Studies

## Helping Pupils Develop Mental Models

Why Evaporation Happens Below Boiling Temperature
Planning Investigations Mind map

## GCSE Science

GCSE Exam Tips
Metacognitive Modelling Faded Example

### Problem solving ideas for AQA Science

Problem Solving Ideas AQA Biology
Problem Solving Ideas AQA Chemistry
Problem Solving Ideas AQA Physics

## Science Leadership

Department Development Planning

## Effective Models of Marking

The Exit Card Model of Marking
The Sampling Model of Marking
Impact of Exit Card and Sampling Models of Marking

# Primary

## Summer Term 2025

Key steps for SEND identification
Dysregulation strategies
Supporting dysregulated pupils script and strategies
Scripts to support pupils

## Spring Term 2025

LSA intervention tracker
SENCo referral form
PE adaptations
Supporting staff wellbeing

## Autumn Term 2024

Alternative methods of recording
SEN flow chart
SEN therapies flow chart

## Summer Term 2024

Executive function and the child
SEND pupil passports
Strength based approach to the executive function skills
Zones of regulation lanyard cards

## Spring Term 2024

Example of a SEN overview document
Social stories and how to write them
Supporting working memory in the classroom

## Spring 2023 Five minute briefings

Within-class grouping
Inclusion – the research evidence

## Primary Five Minute Briefings

Primary Five Minute Briefing 1: Speech, Language and Communication Skills
Primary Five Minute Briefing 2: Cognition and Learning

## Autumn Term 2022

The Inclusive Classroom – Maximising the opportunity to learn. Build on holistic understanding of pupils and their need
The Inclusive Classroom – High Quality Teaching Activating Hard thinking

## Summer Term 2022

SEND Information Report Guidance
SEN Policy Guidance
The Inclusive classroom – Environment
Engaging with parents

## Spring Term 2022

Role of the SENCO. Monitoring, analysis, and evaluation
SENCO annual report to Governing Body

## Autumn Term 2021

Identification of SEND (Primary)
High-quality inclusive teaching
Teacher and Learning Support – Classroom Charter
The Role of the SENCO (Primary)

## Summer Term 2021

SEN Support Guidance for Schools (Primary)
SEN Support Guidance for High-quality inclusive teaching (Primary)

## Spring Term 2020

Staff Skills Audit
Collaborative Professionalism
Match It!
Auditory Processing Games
Find My House

## Autumn Term 2019

Working with Teaching Assistants
Research and Resources
“What Makes Great Teaching?” Article Summary
The Assess-Plan-Do-Review Cycle

# Secondary

## Summer Term 2025

Key steps for SEND identification
Dysregulation strategies
Supporting dysregulated pupils script and strategies

## Spring Term 2025

Intent, implement, impact template
Supporting staff wellbeing
LSA intervention tracker
SENCo referral form

## Autumn Term 2024

Alternative methods of recording
SEN flow chart
SEN therapies flow chart

## Summer Term 2024

Executive function and the child
SEND pupil passports
Strength based approach to the executive function skills
Zones of regulation lanyard cards

## Spring Term 2024

Classroom adaptions to develop independence
Example of a SEN overview document
Supporting working memory in the classroom

## General Documents

Gatsby Benchmarks
Research and Resources

## Spring 2023 Five minute briefings

Within-class grouping
Inclusion – the research evidence

## Secondary Five Minute Briefings

### 1) The Experiences of Autistic Pupils and Students

Secondary Five Minute Briefing 1

### 2) ADHD – Re-Framing Our Response

Secondary Five Minute Briefing 2

### 3) EEF SEN in Mainstream Schools Guidance Report

Secondary Five Minute Briefing 3
Secondary Five Minute Briefing 3 Task Sheet

## Summer Term 2021

SEN Support Guidance – High-quality Inclusive Teaching (Secondary)
SEN Support Guidance for Schools (Secondary)

## Autumn Term 2021

Identification of SEND (Secondary)
High-quality Inclusive Teaching (Secondary)
Subject Teacher and Learning Support Assistant - Classroom contract
The Role of the SENCO (Secondary)

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