

**HIAS MOODLE+ RESOURCE**

**Our Moodle+ Handbook**

**Introductory guide & catalogue of  
Resources**

**March 2023**

# Content

<b>Introduction</b> .....	<b>2</b>
<b>Moodle+</b> .....	<b>2</b>
<b>Art</b> .....	<b>3</b>
<b>Computing</b> .....	<b>5</b>
<b>Design and Technology</b> .....	<b>7</b>
<b>English</b> .....	<b>9</b>
<b>Geography</b> .....	<b>11</b>
<b>History</b> .....	<b>13</b>
<b>Mathematics</b> .....	<b>15</b>
<b>Religious Education</b> .....	<b>17</b>
<b>Science</b> .....	<b>19</b>
<b>Special Educational Needs (SEN)</b> .....	<b>21</b>
<b>Catalogue of Resources</b> .....	<b>23</b>
Art.....	23
Assessment .....	25
Computing .....	28
Design and Technology .....	32
English.....	35
Geography.....	43
History .....	47
Mathematics .....	49
Religious Education .....	53
Science.....	54
SEN .....	56
<b>Moodle+ Terms and conditions</b> .....	<b>57</b>
<b>Contact us</b> .....	<b>57</b>

# 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.

As part of our commitment to supporting schools, we have added Modern Foreign Languages (MFL) to our Moodle sites and Moodle+ resources will be added in 2023-24.

All our Moodle sites can be accessed via our [HIAS Moodles home page](https://hias-moodle.mylearningapp.com), 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: <https://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.

In order to give a flavour of what Moodle+ can offer, there is a Moodle+ Preview area on each of our sites where you can view samples of resources. You can access these areas via the Moodle+ Preview button on the left-hand side of each of the subject Moodle home pages.

### 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 twelve subject Moodle sites.

- Hampshire maintained schools with an HTLC subscription: **£350**
- Hampshire Maintained schools without an HTLC subscription: **£420**
- Non-Hampshire maintained schools with an HTLC subscription: **£350 + VAT**
- Non-Hampshire maintained schools without an HTLC subscription: **£510 + VAT**

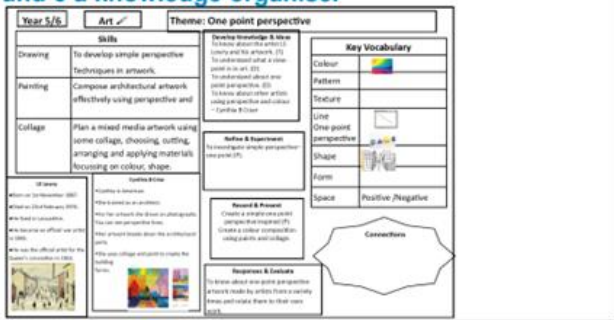
To subscribe, please complete and submit [this form](#). We will then contact you with your login information. The form can be completed at any time and the link is also available on the Moodle+ cover pages on each site.

# Art

In 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...

### LS Lowry and Cynthia B Crier - Architecture years 5 and 6 a knowledge organiser



### LS Lowry and Cynthia B Crier - Architecture Years 5 and 6 a knowledge organiser

This resource could also be adapted for a different year group and the planning could be adapted to add more skills such as sculpture.

### The Language of Explanation – Guidance for explaining in Art

Year Group	Language Structures
EYFS	It is ..... You put ..... I / He / She ..... It is ..... because ..... This is ..... That is ..... because ..... The ..... is ..... They are / were ..... When .....
Year 1	..... because ..... When I ..... because ..... After I ..... How ..... Why ..... Where ..... When ..... Sometimes incorporating sequence language structures
Year 2	..... because ..... When I ..... because ..... After I ..... The ..... because ..... We / They ..... because ..... How ..... Why ..... Where ..... When .....

### The language of explanation – a guidance for explaining in art

These language structures can be used when explaining about things in art. They are aimed for the primary phase from EYFS to Year 6. You may wish to refer to them when talking about art, writing in art and making in art. This resource is useful when supporting children with talking about their work, making links to artists, craftsmakers and designer's work and then writing about it.

### Art review with colleagues

**Art Self-Audit Survey**  
 Please rate the following on a scale of 1 – 10 (1 least confident and 10 most confident)

How confident do you feel adapting medium-term plans to suit your class?

How confident do you feel live modeling with different media e.g. graphite pencils, clay, oil pastels etc?

How confident do you feel that your art projects are mapped to a progression for art?

1 2 3 4 5 6 7 8 9 10

Q1 Have you taught an art learning journey yet? Yes No

Q2 Do you feel it needs to be adapted? Yes No

Q3 Have you used your visualiser in Art lessons? Yes No

Q4 a) Have you been teaching about artists, craftsmakers and designers in your art projects? Yes No


b) Do you use floci? Yes No

### Conduct an art review with colleagues

This is a resource to assist you with monitoring colleagues' perception of the art curriculum in your school. You can adapt this to suit your needs and questions you have about your art curriculum offer.

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

Althea McNish: Textile designs using colour and print KS3/4

Scheme of Work KS3: Year 8		Duration	Art Skills
<b>Althea McNish</b> Born: 15 May 1924. Port of Spain, Trinidad and Tobago Died: 15 April 2020 (aged 95) London Education: London School of Printing and Graphic Arts, Central School of Arts and Crafts, Royal College of Art Known for: Textile design Heritage: She was an artist from Trinidad who became the first Black British textile designer to earn an international reputation.		Half term or blocked.	Drawing, Painting, Printing (Monoprinting) and Textiles. <b>Vocabulary:</b> Colour, line, pattern, space, shape, pattern, printing, monoprinting, design, textile.
Building on prior learning	Preparing for future learning		
Working Towards These children will need support	Working Beyond These children are able to deepen their learning.		Althea's father was working in London and brought her there to further her studies in November 1950. She had a scholarship to study architecture, but decided this was not for her, and her focus changed. She started at the London School of Printing and Graphic Arts, then went to the Central School of Arts and Crafts, and finally did a postgraduate course at the Royal College of Art, where she focused on textiles, graduating in 1957.
<b>All Other children are secure:</b> Carry forward the assessment objectives this refers to: 1 2 3 4 5			<b>Cross Curricular:</b> Geography, PSHE

### Scheme of work: Althea McNish: Textile designs using colour and print KS3/4

A scheme of work for KS3 about textiles, colour and print colour responding to the work of Althea McNish. This project is aimed at Year 8 but could also be adapted for a different year group in KS3/KS4, and another artist could be used to compare and contrast alongside Althea McNish.

Assessment objectives	Explore and Experiment Autumn 1 <sup>st</sup> Half term	Project 1	Project 2	Project 3 Set Task- externally set exam
AO1 – Develop	Study of various experiments and investigations into skills inspired by a variety of artists work.	Study of Art, Designers and Craftspeople	Study of Art, Designers and Craftspeople	Study of Art, Designers and Craftspeople
AO2 – Refine	Explore processes/techniques/media – revisit basic skills – refine skills	Explore/Processes/Techniques – Refine skills. Relate to AO1.	Explore/Processes/Techniques – Refine skills. Relate to AO1.	Explore/Processes/Techniques – Refine skills. Relate to AO1.
AO3 – Record	Drawing/Recording practise – Visual elements/skill development	Drawing/Recording/Photography/Annotate /Visual resources/relate to AO1, AO2 and AO4	Drawing/Recording/Photography/Annotate /Visual resources/relate to AO1, AO2 and AO4	Drawing/Recording/Photography/Annotate /Visual resources/relate to AO1, AO2 and AO4
AO4 – Present	Outcomes relating to AO's	Personal responses/outcomes/Connecting to AO journey	Personal responses/outcomes/Connecting to AO journey	Personal responses/outcomes/Connecting to AO journey

### Art GCSE course planner

This planner contains a suggestion of the organisation of projects and skills for a KS4 art GCSE. You could be inspired by previous exam papers for the titles of projects. Project 2 could offer you a choice of various titles.

Blooms Knowledge					
Solo Unistructural Define Draw Find Identify Label Match Name	Year 7/8 Grade 1	Identify, differentiate between and describe art styles and artist works.  Begin to explain historical, cultural and social contexts.  Develop ideas showing artist links and evaluate personal work.	Use the visual elements to discover and describe new and unfamiliar materials  Experiment showing links to prior research  Colour, identify and use: primary & secondary colours to show mood.	Create drawings that represent the objects observed  <b>TONE</b> – show 3+ flat tones <b>LINE</b> – effectively draw outlines <b>PROPORTION</b> – explain the definition of proportion <b>PERSPECTIVE</b> – show 3D form eg. use of ellipse <b>PHOTOGRAPHY</b> – use camera equipment safely to record observations	Create artwork that shows links to intentions.  Attempt to use some of the techniques and processes explored during earlier stages of investigation.

### KS3 art assessment: 'I can' statements linking the art, craft and design national curriculum and KS4 objectives

The Key Stage 3 national curriculum for Art, Craft and Design is aligned with The National Society for Education in Art & Design (NSEAD) assessment materials and Key Stage 4 GCSE assessment objectives. It provides a structure from which to plan schemes of work ensuring content and progression can be mapped to age related expectations (AREs). Students can be at emerging, developing, secure or mastery within each year and grade.

## Coming soon to Moodle+...

Examples of sketchbook pages for KS1 and 2 and schemes of work considering diversity will be added for Primary Art. Secondary Art will see the addition of SEN/Disadvantaged inclusion resources and approaches to drawing in photography.

For a full list of Art Moodle+ Resources, [click here](#)

[Click here](#) for Art Moodle+ site

# 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 Schools 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













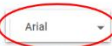






Our goal is to reduce the time that teachers take to find and resource high quality resources so they can spend more time developing great teaching opportunities.

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

HIAS MOODLE+ RESOURCE Hampshire Services

### Word Processing Retrieval Practice

Instructions: circle the correct command

I can make text <b>bold</b> by:	I can make bullet point lists	I can make text <i>italic</i> by
 	 	 
I can change text <b>size</b> by:	I can make numbered list	I can change a text <b>FONT</b> by
 14  	 	 
I can use these to make my title stand out:	I can make text align to the centre	I can make text align to the left
 	 	 

### Detailed Keyboard Knowledge

- I can find common letters quickly on a QWERTY keyboard
- I can use the space key to insert gaps between words
- I can use return or enter to move text onto a new line
- I can use arrow keys to move the cursor around within text to aid accuracy in highlighting and deleting
- I can use shift for capitals lowercase text avoiding caps locks unless lots of text needs to be in capitals
- I can use shift for other symbols available on the top of the key or to switch between upper and lower case
- I can use the delete key to delete right
- I can use backspace to delete left

## IT Wordprocessing

There are many useful resources on IT Wordprocessing, including retrieval practice activities, step by step planning, keyboard knowledge, word processing knowledge and assessment activities.

## KS1 Computing Knowledge

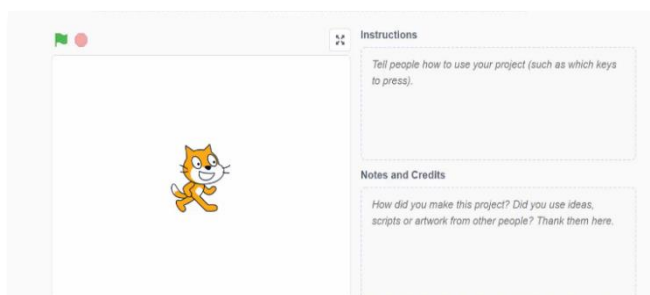
This document contains an example breakdown of computing knowledge in computer science, information technology and digital literacy. It focuses on the different types of knowledge as well as national curriculum requirements.

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



### IT KS3 Presentation media videos

There are several new presentation media videos available, covering topics such as transitions, animations, inserting images and choosing layout types.



### Sharing Scratch videos for LKS3 pupils

These videos provide guidance on using Scratch, and how to copy and paste projects from Scratch into Google Classroom.

## 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](#)

[Click here](#) for Computing Moodle+ site

# Design and Technology

The Design and Technology Moodle+ has been designed with class teachers and other D&T professionals in mind. The objective is to be a one stop resource / information area to help support quality teaching and learning in Design and Technology throughout all key stages.

Due to the current changes in the Design & Technology GCSE area, there is a growing need for up-to-date and rapidly changing resources at KS4. Resources developed will cover all material areas of the Design and Technology GCSE and also Food Preparation and Nutrition GCSE.

Moodle+ content for Health and Safety covers all aspects including current legislation and best practice, risk assessment and record keeping for all key stages and will be updated regularly.

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

HIAS Moodle+ resource

**TEXTILES Glove Puppets**  
Year 1/2



Hampshire Services  
HIAS SCHOOL IMPROVEMENT

Hampshire County Council

### KS1 Glove Puppets

An example of one of the available practical activities designed for KS1 pupils. This resource lists the equipment needed, a lesson sequence, images to show the different steps and useful hints and tips.

How do we know that our Food Technology curriculum is having the desired impact?		
Teachers	Children	Children's work
<ul style="list-style-type: none"> <li>Become more knowledgeable.</li> <li>Have higher levels of confidence in delivering all areas of the food technology curriculum.</li> <li>Can give senior leaders and subject leads feedback about what is working well.</li> <li>Are acutely aware of how children are coping with the taught content.</li> <li>Teach consistently well; applying sound pedagogical practices in all lessons.</li> <li>Plan coherent learning journeys based on the unit overviews.</li> <li>Seek support from subject leads when they are less confident.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk with confidence about what they have learned, using correct terminology.</li> <li>Are enthused and interested in a wide range of food technology curriculum areas.</li> <li>Can talk about the specific characteristics of food technology and the disciplines associated with it.</li> <li>Can show adults examples of their learning and describe the 'why' behind work they have produced.</li> <li>Demonstrate good learning behaviors in all lessons.</li> <li>Are able to explain how their learning within a subject builds on previous learning.</li> <li>Are able to make thoughtful links between subjects.</li> <li>Can all access, enjoy and make progress within the food technology curriculum - regardless of their starting points, or any additional needs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.</li> <li>Captures their increasing understanding of key concepts within each food technology area</li> <li>Illustrates their developing understanding of the disciplines of each food technology area, as well as the declarative knowledge content.</li> <li>Shows that a coherent teaching sequence has taken place within each unit of work.</li> <li>Demonstrates food technology curriculum's emphasis on subject-specific terminology.</li> </ul>

### Desired impact of Food and Technology

This document contains information on how to assess whether our Food Technology curriculum is having the desired impact.

### Mouldable Materials: Visual Labels for KS1 and KS2 Resources

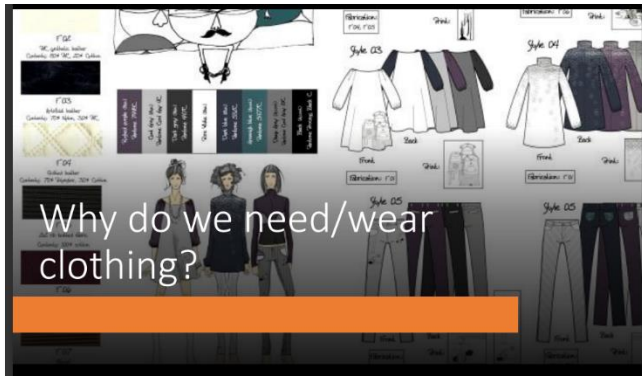
Plasticine	
Clay	
Play Dough	

### Visual Labels for KS1 and KS2

We have a variety of visual labels for KS1 and KS2 available. These include visual labels for Textiles, Framework Resources, Construction Kits, Mouldable Materials and Electrical Components.



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



### Sustainable Fashion KS3 and 4

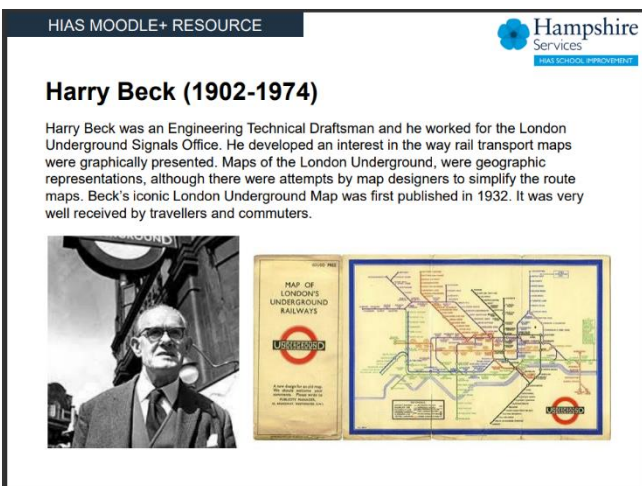
This document looks at the five reasons why we need/wear clothes: Adornment, Protection, Identification, Modesty and Status. It also looks at the reality of the fashion industry, including working conditions, health and safety and fast fashion facts.

This is to be used alongside the resource 'Lesson notes – Sustainable Clothing – the issue with fashion KS3 and 4' also available on Moodle+.



### Memphis

This document contains a PowerPoint on the Memphis group design movement, made up of young designers with radical ideas. It includes a history of the group, the reason behind the name, characteristics and typical features of the design, including images. There are also discussion, research and design points to engage with.



### Designers

There are several documents on designers, including Harry Beck, Zaha Hadid and Philippe Starck. These documents provide characteristics of their work alongside images of their designs.

For a full list of Design and Technology Moodle+ Resources, [click here](#)

[Click here](#) for Design and Technology Moodle+ site

# English

In 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.

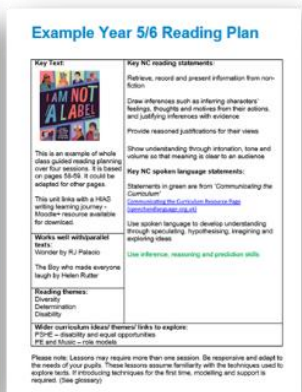
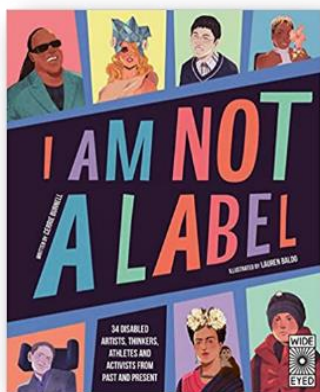
As well as providing resources that can be used directly in the classroom for primary and secondary, we have created planning, assessment and CPD materials. We develop and grow resources over time to reflect the changing needs and requests of teachers and leaders.

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



### \*New\* example reading units across age range


Fluency in reading through poetry, rhythm and rhyme: example units to 'enjoy' poetry but also build on our latest drive on the value of teaching reading fluency. The units do not focus on analysis or writing, they are about reading aloud, enjoying and performing – an often overlooked area of the national curriculum.



### Year 5/6 reading and writing sequences with a focus on diversity and reflecting realities

'I am not a label' is an illustrated biography anthology of 34 artists, thinkers, athletes, and activists with disabilities from the past and present.

### Race to the Frozen North by Catherine Johnson

<p><b>Year 4</b></p> <p><b>Writing learning journey</b></p> <p><b>Outcomes:</b> A letter from Matthew Henson to someone describing his life and the events that have happened.</p> <p><b>Purpose:</b> To tell the events since he left and his feelings about his adventures.</p> <p><b>Audience:</b> His sister – Eliza. This could also be to his step-mum Nellie or Baltimore Jack.</p> <p><b>Form:</b> A descriptive letter.</p> <p><b>Experience</b></p> <p>Children to watch a short clip or see images of life in early 20<sup>th</sup> century United States of America including Washington and Baltimore.</p>	<p><b>Text driver</b></p> <p><i>Race to the Frozen North</i> by Catherine Johnson</p>  <p><b>Linked HIAS reading journey available for download in Moodle+</b></p>	<p><b>Key spoken language statements</b></p> <ul style="list-style-type: none"> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Key reading statements</b></p> <ul style="list-style-type: none"> <li>predict what might happen from details stated and implied</li> </ul> <p><b>Key writing statements</b></p> <ul style="list-style-type: none"> <li>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>use a varied and rich vocabulary</li> <li>organise paragraphs around a theme</li> <li>use commas after fronted adverbials</li> <li>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>assess the effectiveness of their own and others' writing and suggesting improvements</li> </ul>
---	---	---

### Writing – Hias example learning journey for lower KS2 - Race to the Frozen North

Learning journeys are available across the year groups; EYFS, KS1, KS2 and mixed-aged. The learning journey is based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver.

These phases are to:

- Stimulate and generate
- Capture, sift and sort
- Create, refine and evaluate

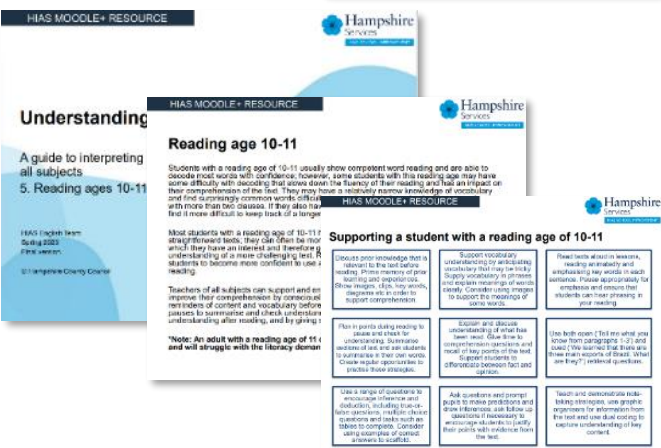
This particular example is designed for lower KS2 and looks at the writing of *Race to the Frozen North* by Catherine Johnson.

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



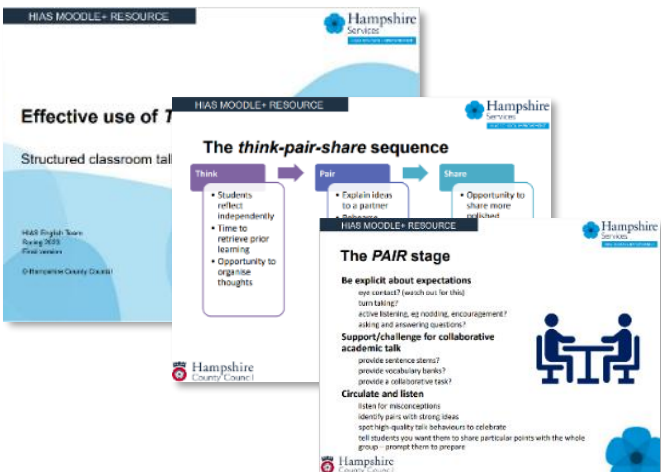
## Sentence level teaching strategies for both creative and critical writing

These resources provide straightforward sentence-level approaches for improving critical writing. The examples provided are in response to George Orwell's Animal Farm but can be adapted.



## Understanding reading ages

These resources on Understanding reading ages include pen portraits and strategies to support pupils reading across all subjects at a range of levels in secondary schools.



## Oracy in the classroom

Oracy in the classroom materials include detailed breakdowns of frequently used strategies such as think-pair-share.

## Coming soon to Moodle+...

Primary resources, KS1 and KS2 planning sequences focused on diversity and reflecting realities, as well as phonological awareness games and resources.

Approaches to academic extension reading and reading fluency approaches will be added for Secondary English.

For a full list of English Moodle+ Resources, [click here](#)

[Click here](#) for English Moodle+ site

# Geography

The Geography Moodle+ is primarily resourced by the HIAS Geography advisor 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...

HIAS MOODLE+ RESOURCE

**KS1**

This fieldwork allows children to explore the human and physical features of their school grounds through the eyes of various Mr Men characters.

This activity encourages identification and explanation.

LO I can talk about what makes my school unique 9/10/20  
Where do you think the Mr Men will want to go in our school?  
Amoleto

### Work Examples

This section includes ideas to support the teaching and evidencing of geography at KS2. Taking examples from pupil work across the county, this section will be expanded each term to help reflect effective methods to evidence pupils' progression in geography skills, knowledge and understanding.

HIAS Moodle+ resource

A geographical enquiry approach to a lesson or a sequence of lessons

**Question**

- Think, recognise, connect and question
- Be inspired, curious and fascinated
- Link to own, local, national and global knowledge

**Investigate places and content using geographical skills**

- What is going to keep the children inspired, curious and fascinated?
- What is going to allow them to find out something new to make sense of the world around them?
- What is going to develop their knowledge and understanding?

**Recognise**  
**Describe**  
**Explain**  
**Evaluate**

**Hook**

- Which skills and resources are children going to use discover knowledge and develop and deepen their understanding?
- Which places and content are relevant for your children?

**Conclusion**

- How does the new knowledge and understanding develop and deepen thinking about local, national and global connections and patterns?
- How have children been inspired, curious and fascinated?

**Connection, comparison and pattern making**

- What new knowledge and understanding has been gained?
- How does this link to existing knowledge and understanding?

Hampshire County Council

### Leadership

This section includes resources to support geography leads with their role. Resources in this section are created in response to questions that are frequently asked by subject leads.

HIAS MOODLE+ RESOURCE

**Field sketches**

- Sketching is a key skill in geography fieldwork, but some pupils struggle
- To develop their sketching skills, try using overlays of tracing paper. These can be used to trace and label the key features of a photo, or to complete a semi-drawn sketch
- Task to alter a photo or sketch to show how the area could be improved or what the place might look like in 50, 100 or 500 years time.

Hampshire County Council

### Planning

This section includes over 13 medium term plans for teaching an integrated content and skills curriculum for Year 1 to 6. The section also has resources to support the planning and teaching of the medium-term plans.


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

HIAS MOODLE+ RESOURCE

Hampshire Services  
HAST SCHOOL ENVIRONMENT

### Key words may include

PHYSICAL	HUMAN
Beach	City
Coast	Urbanisation
Transportation	Population
Long Shore	Density
Drift	Infrastructure
Erosion	Services
Deposition	Transport
Wave length	Inequality
Backwash	Tower block
Sunshine	Favela
Geology	Illegal
Vegetation	



### Geography Teaching

This section shares a range of teaching and learning strategies focusing on how the findings of academic research can be deployed in our classrooms. Examples include resources to develop literacy skills in geography and effective strategies for supporting pupils with SEND.

### Retrieval in Geography

Many traditional ways of learning focus on **fluency** rather than **mastery**. For example: **re-reading**, **highlighting** and **massed practice**. **These strategies** make our students familiar with material, but they have not necessarily really learnt it.

Instead, we need to adopt different strategies to gain mastery rather than just fluency. Being **tested/testing** yourself is one of the best methods of gaining **mastery** of content. The harder your brain works to remember the content the **stronger the memory** becomes. Therefore, it is vital as teachers to design **quizzes** that test students regularly on **current and past content** to make sure forgetting is interrupted. A great example of this technique in action can be found in the '5 for 5' lesson starter quizzes.

Taking advantage of many schools' adoption of 'do now' activities at the start of a lesson, the 5 for 5 quiz poses five questions for retrieval and aims to take only five minutes of lesson time. The key to the strategy however is to also **interleave** questions so that students are not just being tested on content or vocabulary from the last lesson, that we are also spacing this practice and interleaving ideas and concepts from previous topics and terms.

Interleaving bunks the **myth of massed practice** i.e., practicing something over and over for a period of time. Students should instead be supported to **interleave their learning** instead. The research shows that **mastery** and **long-term retention** are much

### Planning

This section includes a range of resources that can be used to support planning and adapted to the planning format in each school. The planning format is consistent with the Hampshire Primary Geography Curriculum Framework.

### KS3 Geography Skills Checklist

Embedding the teaching and practise of geographical skills across KS3 is vital to support the progression in students' skills over time.

The National Curriculum for KS3 states the following 4 areas of skills to be taught:

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and in the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

Source: [National Curriculum - Geography key stages 3 and 4 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/national-curriculum-key-stages-3-and-4-geography.pdf)

These 4 areas of skills focus can be elaborated to consider the wider range of figures sources and enquiry-based skills we can support our youngsters to develop. Below is

### Leadership

This section includes a range of thinking pieces that challenge some of the misconceptions and gaps that geography pupils have as well as materials to support curriculum planning.

## Coming soon to Moodle+...

The focus of resource development for both primary and secondary schools this year is around strategies and activities to support pupils with SEN in geography. These resources are being developed out of a yearlong action research project with five schools across the county. Further resources to support primary schools specifically will be on fieldwork as this has been the main area of support requested in 2023 so far. Fieldwork ideas, tips and planning advice for developing the use of your school groups and local area will be available for the summer term.

For a full list of Geography Moodle+ Resources, [click here](#)

[Click here](#) for Geography Moodle+ site

# History

In the history Moodle+ area, you will find advice and resources to support the improvement of history provision in your school from KS1-4. Our history team continue to develop and regularly share new materials on the site to support the aims of the National Curriculum. These resources will ensure our teaching equips children and young people to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop curiosity, perspective and judgement in forming their historical framework that is diverse and complex.

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

### Additional History HITS strategy

#### Puzzle Boxes

Puzzle boxes are exactly what they sound like –enticingly decorated boxes that contain a puzzle of some kind.

At **Step 1** you can use the boxes to introduce a selection of images that **obliquely** link to the enquiry (so as not to give the nature of a new topic away too quickly). The puzzle is about what their new topic might be.

At later steps (2 to 5) the boxes can be used to add interest when introducing a range of picture or written sources or even small objects from which children are to answer questions/ draw conclusions.



#### How it works

- A box containing the sources/objects is placed onto each group's table before children come into class, with no prior warning. This helps build engagement.

#### Why it works

- The boxes spark immediate interest.
- Each box only has a small round hand-sized hole in one face, so the items they contain can only be withdrawn one by one
- The decoration increases interest – there might just be question marks on each face, as above, or there could be the words **Who? What? When? Where? Why? How?** each on a different side of the boxes.

### Additional History HITS Strategy

These resources are designed to improve engagement, practise particular skills, make complex ideas more accessible or simply to make a task more fun.

They focus on a topic and use a strategy such as puzzle boxes, sorting scramble, What's the link and Through the Keyhole.

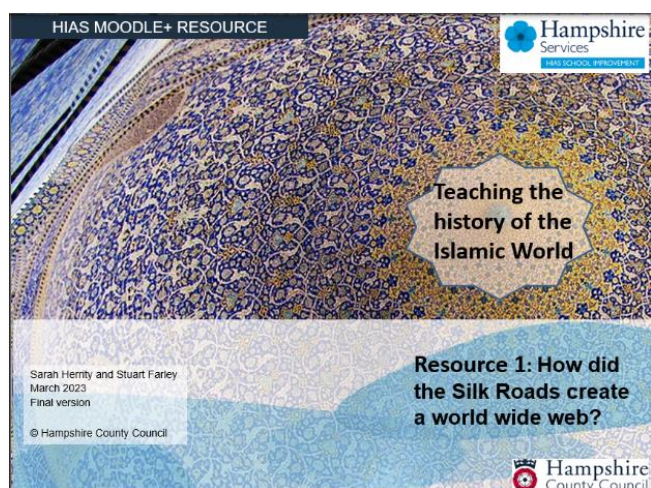
## Exploring local history at Key Stage 2

New ideas to research in your locality

### Exploring local history at Key Stage 2

This looks at ideas for researching and informing development of an innovative and interesting, historically well researched local study for Key Stage 2. This could include an enquiry into people who have been influential in the local area or an enquiry using sources linked with the local parish.

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



### Making the history curriculum up to date with historical scholarship

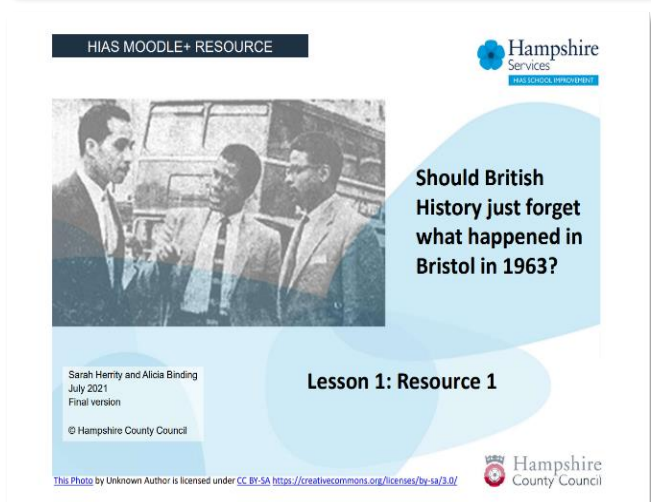
You will also continue to find teaching resources for enquiries that:

- Give students access to historical scholarship
- Teach the history of the Islamic World including the scholarship of historian Peter Frankopan
- Investigate enquiries like how the Silk Roads created a world wide web and why Baghdad was the beating heart of the Islamic World.

### Making the history curriculum diverse

Help to make your curriculum more representative of the diverse history of people in Britain. The site offers:

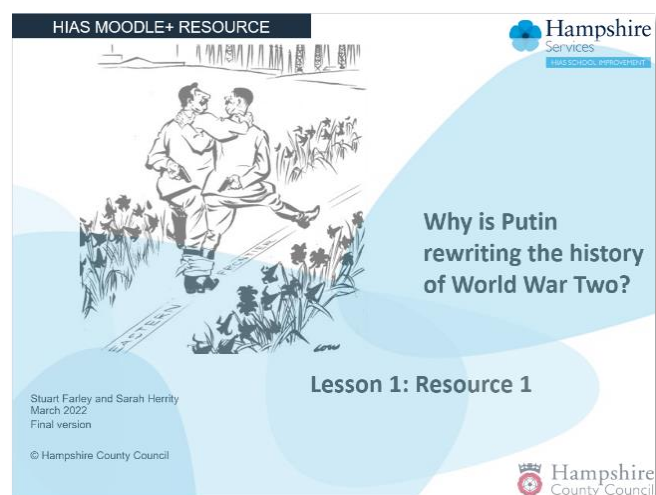
- Teaching resources on lesson enquiries that explore recent black history
- Resourced lessons that explore the significance of events and their relevance to the present.



### Making the history curriculum relevant to current events

Resources to make your history curriculum relevant to recent events. The site offers teaching resources that:

- Use historical knowledge to better understand current events
- Help students decipher fact from fiction in the claims heard on the news using historical knowledge.



## Coming soon to Moodle+...

Our Primary resources will include links to useful podcasts and films which cover the key Primary History topics. We also plan over the next year to provide more Secondary resources for teaching an up to date history curriculum and include links to recommended scholarship, podcasts and films.

For a full list of History Moodle+ Resources, [click here](#)  
[Click here](#) for History Moodle+ site

# Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics - know and use your number and calculation facts and skills well.
- Reason mathematically - be able to talk about the maths you are doing and explain your 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...

Worked example	Thinking	Your turn
<p>Is 4 more than, equal to or less than 7?</p>	<p>How have I chosen to represent the numbers to help me compare them?</p> <p>Which number is the largest? How do you know?</p> <p>Which number is the smallest? How do you know?</p>	<p>Is 8 more than, equal to or less than 5?</p>

Teachers should model the solution to the pupils' example before proceeding with a sequence of connected problems for independent, purposeful practice.

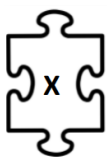
### Paired Examples

This aim of the Paired Example is to support teacher modelling and build in the opportunity for pupils to practise with a task that links to the method demonstrated in the example. The principle of this method of instruction is to allow pupils to observe a worked example, then discuss and interrogate the method with the teacher to check understanding.

Unit 2.2	Unit 2.3	Unit 2.4
<p>Put the correct symbol in the box to compare the lengths.</p> <p>&lt; &gt;</p> <p>27cm <input type="text"/> 22cm</p> <p>53cm <input type="text"/> 35cm</p>	<p>How many flowers are in the picture?</p> <p><math>5 + 5 + 5 = \square</math></p> <p><math>5 \times 3 = \square</math></p>	<p>Add 10 to the following numbers.</p> <p><math>22 + 10 =</math></p> <p><math>34 + 10 =</math></p> <p><math>65 + 10 =</math></p> <p>What do you notice when you add 10 to any number?</p>

### 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 tasks should reflect content that learners should already feel confident with and encourage them to self-assess areas for development and consolidation.




<p>True or false</p> <p><math>4 + 4 + 4 = 4 \times 4 - 4</math></p> <p>Explain why</p>	<p>How many ways can you solve this?</p> <p><math>20 = \square \times \square</math></p>
<p>I know that</p> <p><math>4 \times 8 = 32</math></p> <p>Use this to work out</p> <p><math>8 \times 8</math></p>	<p><math>\square = \square \times \square</math></p>

### Connect4Maths

A resource to support the HIAS Scheme of Learning for Mathematics; knowledge recall and retrieval; and skills practice. Each set of low stakes questions is linked to a unit of work from the HIAS scheme of learning for maths and can be used in a broad range of contexts such as assessment, entry or exit tickets, starters, independent or collaborative work.

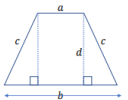



# A taster of what is available on Moodle+ Secondary...

Unit 7.3	Unit 7.4	Unit 7.5
<p>Find the perimeter of this shape made from unit squares:</p>  <p>Label the diagram to show how you worked this out</p>	<p>What is 30 minutes as a fraction of 3 hours ?</p> <p>What is 3 hours as a fraction of 30 minutes ?</p> <p>Explain what you notice about the two fractions</p>	<p>How many <math>\text{cm}^3</math> are equivalent to <math>1\text{m}^3</math> ?</p> <p>A shape has a volume of <math>2.87\text{m}^3</math>. Use the equivalence above to find the volume in <math>\text{cm}^3</math></p> <p>Show your workings out</p>


## 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 tasks should reflect content that learners should already feel confident with and encourage them to self-assess areas for development and consolidation.

Exit Ticket	Unit 8.6	Perimeter and Area
<p>Y8 : Derive and apply formulae to calculate and solve problems involving perimeter and area of trapezia.</p>  <p>An isosceles trapezium has side lengths <math>a, b, c</math> as shown. <math>b = 3a</math></p> <p>Write a formula for the perimeter, <math>P</math>, of this trapezium</p> <p>Fin</p> <p>Th</p> <p>Wt</p> <p>Fin</p>	<p>Y7: Derive and apply formulae to calculate and solve problems involving perimeter and area of triangles.</p> <p>A triangle has side lengths <math>x, y</math>, and <math>z</math>.</p> <p>Write down a formula for the perimeter, <math>P</math>, of the triangle.</p> <p>Write down a formula for the area, <math>A</math>, of the triangle.</p>  <p><math>x = 9\text{cm}</math> <math>y = 12\text{cm}</math> <math>z = 15\text{cm}</math></p> <p>Use your formulae to work out the perimeter and area of the triangle. Show your working.</p>	<p>Perimeter and Area</p>

## Entry and exit tickets

These entry and exit tickets are linked to the HIAS units of work for KS3. They are intended to be low stakes formative assessment tasks or quick quizzes. This is intended to inform subsequent teaching and pitch. The exit ticket interrogates some elements of the unit just taught to assess competency at the end of the learning journey. Together, the entry and exit tickets provide an opportunity for the student to demonstrate progress, show what they already know at the start of the topic and what they now know at the end of the unit that they did not know before.

Worked example	Thinking	Your turn
<p>Model</p>  <p>There is 2.45m of the tape left</p> <p>Calculations</p> $100 = 65 + 35$ $100\% = 65\% + 35\%$ $100\% - 65\% = 35\%$ $35\% = \frac{35}{100}$ $35 \times 70 = 2.45$ $7 \times 0.35 = 2.45$	<p>What did I do first?</p> <p>Why did I partition 100 ?</p> <p>Why is it useful to represent 35% as 0.35 ?</p> <p>How can I check my answer?</p>	<p>A length of tape measures 8.5m.</p> <p>I cut off 32%</p> <p>How long is the tape now?</p>

Teachers should model the solution to the pupils' example before proceeding with a sequence of connected problems for independent, purposeful practice.

## Paired examples

The aim of the Paired Example document is to support teacher modelling and build in the opportunity for pupils to practise with a task that links to the method demonstrated in the example. The principle of this method of instruction is to allow pupils to observe a worked example, then discuss and interrogate the method with the teacher to check understanding.

## Coming soon to Moodle+...

Updated for 2023: Hampshire Schemes of Learning to include an 'I can...learning journey' and Entry and Exit Tickets – linked to the unit plans are to be added to Primary Maths.

Secondary Maths will see the addition of revised units of work to include suggested student next steps and learning journey, as well as examples of intelligent practice to complement the paired examples resource – linked to the scheme of learning.

For a full list of Maths Moodle+ Resources, [click here](#)

[Click here](#) for Maths Moodle+ site

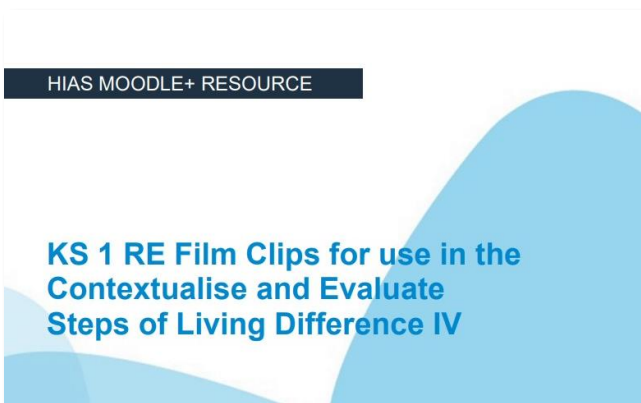
# Religious Education

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, KS1 and KS2.

Materials on the Moodle+ include:

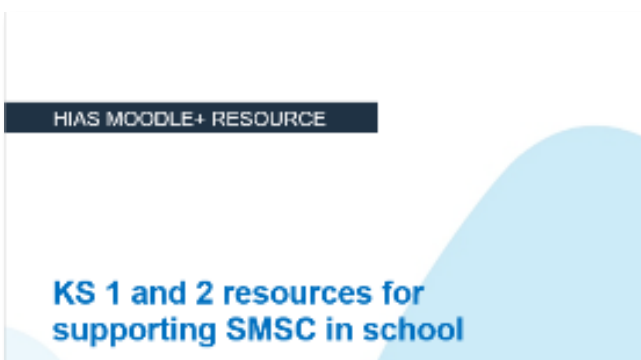
- Leadership and management advice.
- Materials to support effective development of advanced RE curriculum planning.
- Best practice examples, activities and other ideas for teaching RE according to Living Difference IV.
- Materials to ensure progression, raising aspiration and attainment for all children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

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



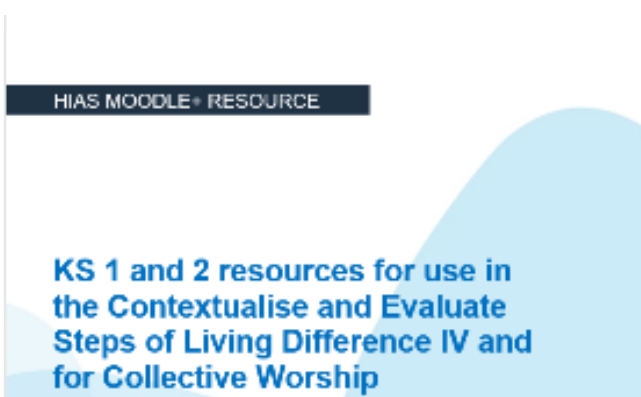
### Film clips for use with the Contextualise and Evaluate steps

This document contains links to film clips regularly used by RE teachers to enhance learning at the Contextualise and Evaluate steps of Living Difference. The films cover the world's major religions, including their celebrations and festivals.



### Resources for SMSC

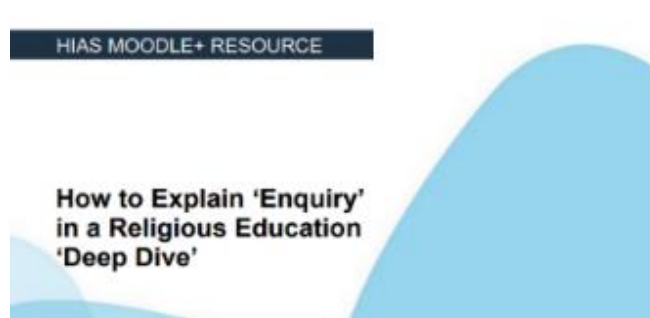
This document contains an overview of the law and Ofsted requirements for the Spiritual, Moral, Social and Cultural (SMSC) development of children.



### Resources for RE and Collective Worship

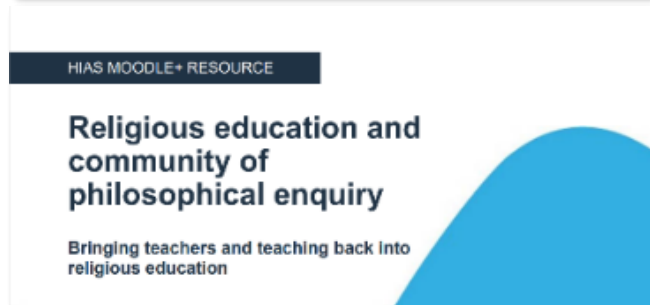
Our resources provide an overview of Collective Worship, including links to useful websites and a range of art related to the topic.

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



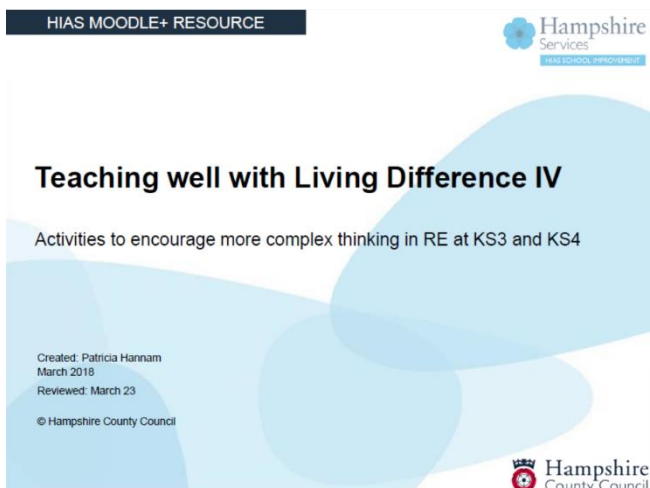
### How to explain 'Enquiry' in a Religious Education 'Deep Dive'

With the new Ofsted framework, this resource supports teachers in providing clarity over what is meant by 'enquiry' and how the Hampshire approach allows for depth, rigour, and progression.



### Religious Education and community of philosophical enquiry

There is also information available for exploring the benefits and use of P4C in the RE classroom in the form of a revised and updated chapter from Dr Pat Hannam.



### Teaching well with Living Difference IV

The process of enquiry in Living Difference IV entails teachers bringing children and young people first to attend to their own experience before being brought to encounter and study, in an intellectually open mind, related religious as well as non-religious ways of living. They are then given the opportunity to discern why this may be important for others as well as themselves. Resources include an introduction approach to teaching in Living Difference IV, advice on particular strategies and activities and Ofsted related support.

This resource includes four groups of activities to promote more complex thinking and speaking in all lessons as well as in full "Community of Philosophical Enquiry" lessons. It aims to support teachers in constructing lessons that encourage students to 'think hard'.

## Coming soon to Moodle+...

For Primary RE, we will be adding Film Clips for RE and Virtual Tours of places of Worship.

For Secondary, we will be focusing on promoting literacy and a love of reading, by providing a book list to support learning in RE with titles suitable for all ages. This resource includes a list of books suitable to use to extend students engagement with RE beyond the classroom curriculum. These could be used as part of promoting whole school literacy, homework projects, or simply to broaden students' engagement with the themes, topics and traditions explored.

We will also be introducing the RE leaders Ofsted checklist to the Secondary RE Moodle+. This resource provides a tool to ensure departments are Ofsted ready. It is based on feedback from questions asked during Ofsted inspections and works as a self-evaluation tool in preparation for an Ofsted visit.

For a full list of Religious Education Moodle+ Resources, [click here](#)

[Click here](#) for Religious Education Moodle+ site

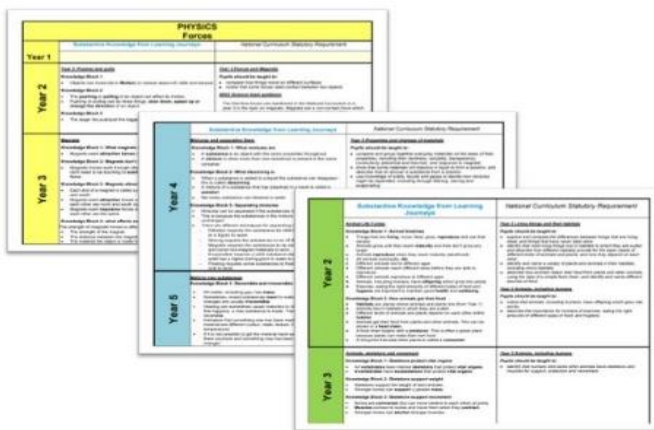
# Science

In 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 KS1-4.

These resources will include:

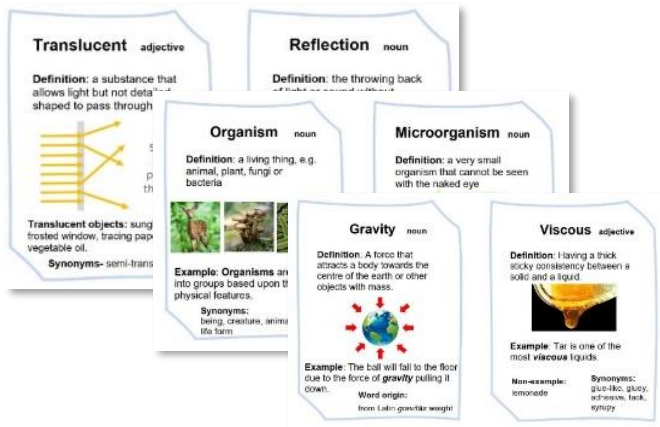
- A range of evidence informed materials to support effective curriculum planning.
- High quality, evidence-based examples, activities and other ideas for teaching science.
- Practical advice and guidance for teaching children and young people who experience emotional and behavioural barriers to learning.
- Materials to ensure progression, raising aspiration and attainment for all children and young people across the key stages.

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



### Substantive knowledge progression documents

A progressive list of the substantive knowledge related to each domain within the Hampshire Science Learning Journeys with reference to the related National Curriculum statutory requirements.



### Science Vocabulary

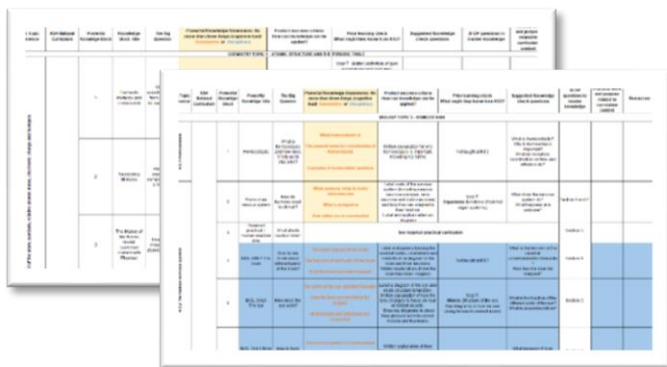
Word lists and classroom prompts to support the vocabulary within the substantive knowledge taught in the Hampshire Science Learning Journeys. Documents for Key Stage 1 and all years at Key Stage 2. These sets of classroom prompts aim to support children’s understanding of the meaning of key words within science.



### Summative Assessment Materials

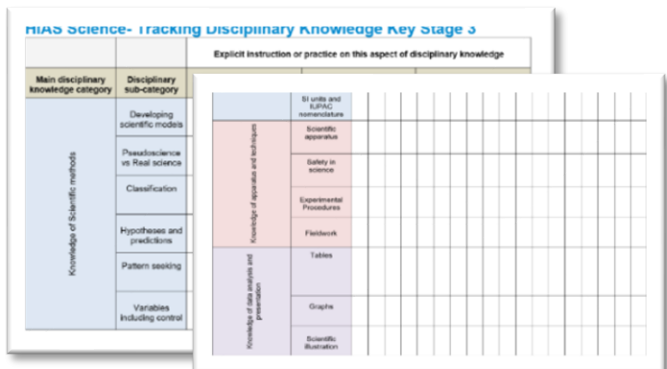
These summative assessment materials have been made to support a more rigorous assessment of learning in science. They have been designed to be child friendly as well as a useful way for you to identify if what has been taught has become part of the child’s schema and can be easily accessed and applied. Using the outcomes of the summative assessment can help you to also identify gaps in understanding as well as misconceptions.

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



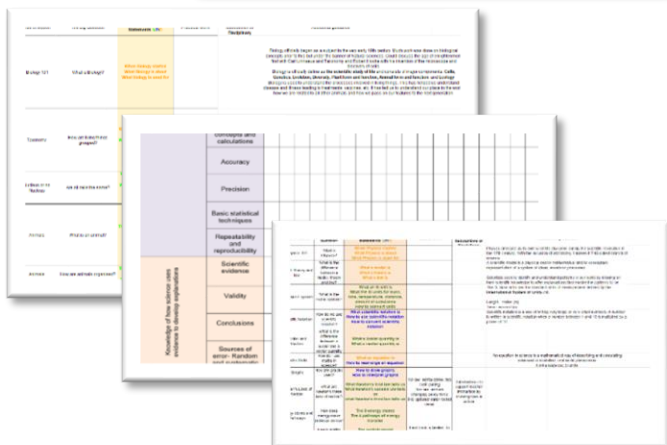
### Useable knowledge rich schemes of learning for GCSE combined and triple science

Complete, fully detailed schemes of learning centred around explicit powerful knowledge. Each provides clear explicit knowledge intent for each lesson, prior knowledge required, suggested checking for understanding questions, and links to AQA specification.



### Disciplinary knowledge trackers for KS3 and KS4

These documents are powerful tools in allowing departments to plan the sequencing of the exposure to, and mastery of all aspects of disciplinary knowledge. These can also be used by individual teachers to monitor and track pupils' development in each area of disciplinary knowledge.



### A Year 9 Fundamentals curriculum

A fully detailed knowledge rich transitional curriculum to bridge the gap between KS3 and KS4. It provides explicit knowledge intent and guidance for a term's worth of biology, chemistry and physics GCSE fundamental knowledge that can then be built upon when starting GCSE topics.

## Coming soon to Moodle+...

For Primary Science, Longitudinal Studies of the Local Environment Long Term Plan and Vocabulary lists and classroom prompts for scientific language related to disciplinary knowledge.

For Secondary Science, High quality SLOP (Shed Loads of Practice) booklets for GCSE and KS3 topics guidance and resources for effective retrieval and prior knowledge checking.

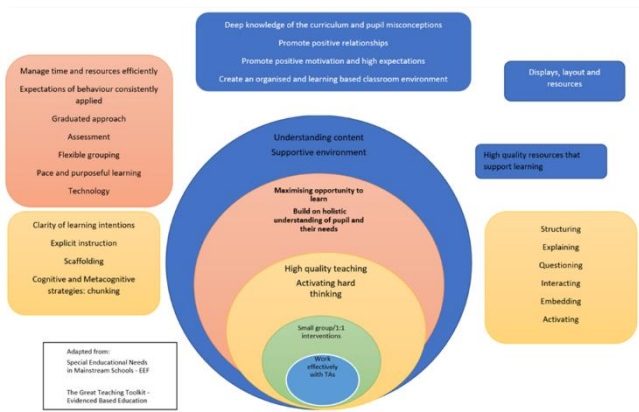
For a full list of Science Moodle+ Resources, [click here](#)

[Click here](#) for Science Moodle+ site

# Special Educational Needs

In 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...



### The Inclusive classroom – maximising the opportunity to learn. Build on holistic understanding of pupils and their need

The Inclusive classroom focuses on understanding the holistic needs of pupils as well as maximising opportunities to learn. This includes looking at factors such as managing time and resources efficiently, promoting good behaviour and positive relationships, flexible grouping, small group work and 1:1, clear learning intentions and instructions.

### The Inclusive classroom – high quality teaching activating hard thinking

This looks at the proposed strategies by the EEF to ensure high quality teaching. The resource also includes a table which considers how well class teachers adapt their teaching and use this information to meet the needs of children and young people with SEND. Each question is to be answered from 1-5 (1=low, 5=high).

Area		1-5
Structuring	Is there an appropriate sequence of learning tasks?	
	Is the learning objective clear and does it match the task?	
	Are tasks matched to pupils needs and their starting points?	
	Are tasks appropriately scaffolded and supported?	
Explaining	Are new ideas presented and communicated clearly?	
	Are ideas communicated concisely and with appropriate explanation?	
	Is the language used accessible to all pupils?	
	Are links made to previous knowledge and checks made that all pupils have benefited from that prior knowledge?	
	Are examples used to help pupils understand and make connections?	
	Do adults model or demonstrate new skills or procedures with appropriate support and challenge?	
	Are worked or part worked examples used to help pupils to understand?	

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

HIAS MOODLE+ RESOURCE

Hampshire Services  
HIAS SCHOOL IMPROVEMENT

### The research digest

The Education Endowment Foundation (EEF) have summarised the available research evidence on grouping children within classes by prior attainment and it can be found [here](#).

- On average, the impact of grouping by attainment in maths was positive, with studies that measured literacy outcomes finding no material difference
- The evidence base is very limited
- It is important to consider the impact of grouping by attainment on pupils with low prior attainment by monitoring their engagement and attitude to learning (see next slide)

### Five minute briefing – Within-class grouping

Five-minute briefings are a series of focused resources for SENCOs to use as stand-alone presentations in a staff or team meeting.

This resource discusses how school leaders group classes across year groups, the approaches used, including grouping by attainment and draws upon research by the Education Endowment Foundation (EEF).

HIAS MOODLE+ RESOURCE

Hampshire Services  
HIAS SCHOOL IMPROVEMENT

### Effects of inclusion

SENCOs are often challenged by colleagues and parents to defend the inclusion of children with SEND in mainstream classes because of the assumption that the presence of such children disadvantages children without SEND.

What does the research evidence say?

SEN Policy Research Forum conducted a review of the international evidence on the impact of inclusion for children who do and do not have SEND. It can be found [here](#), and one of the authors, Associate Professor Rob Webster, wrote an article summarising the review that you can read [here](#).

### Five-minute briefing – Inclusion – the research evidence

This resource looks at research by SEN Policy Research Forum on the inclusion of children with SEND in mainstream classes and whether or not this impacts children with or without SEND. The resource discusses their findings and includes a link to an article written by one of the authors, Associate Professor Rob Webster, which summarises the review.

## Coming soon to Moodle+...

A series of 5-minute good practice briefings for busy SENCOs to use in staff meetings, as well as unpacking aspects of the NASEN Toolkit and its use in schools is coming to Primary and Secondary SEN.

For a full list of Special Educational Needs Moodle+ Resources, [click here](#)

[Click here](#) for Special Educational Needs Moodle+ site

## Primary

### Planning

---

African Life KS2 Scheme of Work  
American Artist Year 6 Scheme of Work  
Anni Albers - the work of a craftsperson Scheme of Work  
Anni Albers PPT  
Angels KS1  
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 Liaquat Rasul  
Crazy for clay  
Crazy for clay - EYFS  
Crazy for clay KS2 Years 3 and 4  
Creatures KS1 Scheme of Work  
Ephrem Kouakou  
Everyday drawing using inks Years 5 and 6  
Frozen: Art Responding to an Arctic World  
Graffiti KS2  
Investigating Painting Scheme of Work (Years 3 and 4)  
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  
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 Journeys Year 5 Scheme of Work  
Sculpture Scheme of Work Years 1 and 2: Something about 3D  
South America KS2 Scheme of Work  
Space and Planets  
Stone Age KS2  
Superheroes Scheme of Work

### Knowledge organisers

---

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  
Prompt for Looking at Artists Work  
The Language of Evaluation  
The Language of Explanation  
Vocabulary  
Vocabulary dual-coding  
Vocabulary dual-coding ART - PowerPoint EYFS

### Sketchbooks

---

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  
Crazy for clay KS2 Years 3 and 4 assessment  
Drawing, Painting Printing Progression of Skills KS1  
Sculpture Progression of Skills Years 1 and 2  
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  
Pupil voice interview prompts



## Secondary

### Planning

500 Years of Leonardo da Vinci KS3/4  
Alma W Thomas Scheme of Work  
Anni Albers: The Work of Craftmaker Year 8 Scheme of Work  
Art - Althea McNish  
Art - Composition - Mary Fedden  
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  
Climate Change KS3 Scheme of Work  
Climate Crisis and Endangered Species - Year 8  
Craft Makers  
Create a Landscape Inspired by an Artist Using Photoshop  
Elements Year 7 Starter Scheme of Work  
Everyday Forms KS4  
Exam expectations in Art and Photography GCSE  
Flat pack animal KS3/4  
Journeys - Investigating Assemblage  
Landscapes KS3 Scheme of Work  
Long Term Overview KS3/4  
Lottie Jackson-Eeles Scheme of Work  
Making a sandwich sketchbook  
Making Mobiles  
Mali Morris Scheme of Work  
Memories: Investigating Collage  
Memories: Investigating Collage KS3/4  
Natural world  
Organisms - KS4 Scheme of Work  
Photoshop Shortcuts  
Possessions KS4  
Progression and sequencing in your art curriculum  
Protecting the planet KS3/4  
Sarah Macdade Scheme of Work  
Sculpture and Architecture KS4 checklist  
Sepia - KS3 Photography  
Starting Points (Scheme of Work / Project Inspiration)  
Ten Hour Art Exam Plan  
The Life of Vinyl - Examining Art and Music Scheme of Work  
Using Photopea  
Year 6/7 Photography Botanicals  
Zentangle nets KS3-4

### Leadership and management

Art GCSE course planner  
Art - GCSE results 2022  
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

'I Can' Statements  
Prompt for Writing about your Artwork - KS4  
Reading in Art and Design  
Visual Elements Vocabulary  
Vocabulary  
Vocabulary dual-coding ART HIAS secondary Moodle+ PowerPoint  
Writing Prompt Cards KS3/4

### Assessment and progression

Art craft and design progression of skills and experiences KS3  
Art GCSE Assessment Objectives  
Photography GCSE Student Self-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 2022-23  
Primary Assessment Tracker - Year 6 2022-23  
Primary Assessment Tracker - Year 3 2022-23

#### **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

#### **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

## 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 Spread Sheet

## Primary

### 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.docx

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

gdocs\_aligntext2

gdocs\_bullet

gdocs\_colour\_text

gdocs\_large\_small\_text

gdocs\_rename\_save

gdocs\_spellcheck1

gdocs\_styles

gdocs\_zoom

### IT Word processing 'Microsoft Word'

word processing overview

word processing mid-term planning

editing text assessment

spot the word processing features in text power point

spot the word processing features in text ppt -answers

texty

keyboard speed challenge

editing text assessment answers

format the document

format the document answers

fonts

## IT Presentation Media 'Google Slides'

---

### 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 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

## Learning Platform 'Google Classroom'

---

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

## IT Wordprocessing 'Wordpad & Microsoft Word'

---

Basic WP Skills Overview Doc

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

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

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

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

## 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

## CS Programming 'Scratch'

---

Conditional Selection  
Simple Variables  
Boolean OR  
Boolean AND  
Boolean NOT

## 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

---

KS2 Computing Science Knowledge

## 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 Doc

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

Aligning Text WP

Bullet Points WP

Colours WP

Emphasis Tools WP

Font Size WP

Fonts WP

Highlighting WP

Lasso Cut Copy Paste WP

Intermediate WP Skills Overview Doc

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

Dictate WP

Find and Replace WP

Invisible Formatting WP

Line Spacing WP

Subscript and Superscript WP

Zoom In and Zoom Out WP

## 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

### Health & Safety Resources

---

Cooking and food activities in primary schools

### Design and Technology Risk Assessments

Craft knife - risk assessment

Hot Glue Gun - risk assessment

Junior Hacksaw - risk assessment

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

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

## **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

## Secondary

### 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 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

## Primary

### Writing - developing a rich text led curriculum

#### HIAS Example Learning Journeys

##### KS 1

##### Key Stage 1 example writing learning journeys

How to create a HIAS English learning journey

##### Year 1

Beegu by Alexis Deacon

The Three Little Pigs by Susanna Davidson

Mr Tiger Goes Wild by Peter Brown

Q Pootle 5 by Nick Butterworth

Dinosaurs from Head to Tail by Stacey Roderick

Year 1 - The Storm Whale by Benji Davies

Year 1 - Oliver's Vegetables by Vivian French

Year 1 - Flashlight by Lizi Boyd

Year 1 - UFO Diary by Satoshi Kitamura Owen

##### Year 2

Little Red Riding Hood by Lari Don

The Lion and the Mouse by Jerry Pinkney

Tidy by Emily Gravett - persuasive letter

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

The Night Gardener by The Fan Brothers

Big Bear Little Brother updated journey

Year 2 - Journey by Aaron Becker (wordless)

Year 2 - How to Wash a Woolly Mammoth by M.

Robinson and K. Hindley

##### Lower KS 2

##### Lower Key Stage 2 writing exemplar journeys

How to create a HIAS English learning journey

##### Year 3 / 4

NEW\* Race to the Frozen North

Year 3/4 - Letters from the Lighthouse by Emma Carroll

Year 3/4 - Ruckus (film driver)

Year 3/4 - The Promise by Nicola Davies

Year 3/4 - The Lost Words by Robert Macfarlane (poetry)

##### Year 3 units

Charlotte's Web

The True Story of the 3 Little Pigs

The Barnabus Project

The Night Box

The Tin Forest by Helen Ward

##### Year 4 units

It Starts with a Seed

Harry Potter and the Chamber of Secrets

Arthur and the Golden Rope - adventure narrative

Arthur and the Golden Rope - description of the wolf

Greenling by Levi Penfold

Leon and the Place Between

We Travel So Far

##### Upper KS 2

##### Upper Key Stage 2 writing exemplar journeys

How to create a HIAS English learning journey

##### Year 5 / 6

I am not a label - biographical / diversity

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

Year 5/6 - The Buried Crown by Ally Sherrick

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

##### Year 5 units

Goodnight Stories for Rebel Girls

Gravenhunger

The Lost Thing and The Red Tree by Shaun Tan

Dulce Decorum Est

Pandora Discovered (film)

The Island

##### Year 6 units

The Errand

The Lady of Shalott

Macbeth

The Three Little Pigs (film)

King Kong

Ice Trap!

#### 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 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

## EYFS

### Utilising Rich Texts in Early Years

EYFS Journey - Stanley's Stick

EYFS Journey - Knuffle Bunny

EYFS Journey - Naughty Bus

## Raising Standards in Editing and Evaluating

### Applying metacognitive thinking to editing and evaluating

Applying metacognitive thinking to the process of editing and evaluating writing

Master pupil card for editing

### 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

## 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

## Reading - developing effective teaching and planning

### Example Plans for Reading

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

#### Year 1 and 2 example reading plans

\*NEW\* Bumpus, Jumpus, Dinosaurumpus by Tony Mitton and Guy Parker-Rees – Poetry and Fluency Focus

How to Grow a Dinosaur by Caryl Hart

I Want My Hat Back by Jon Klassen

#### Year 3 and 4 example reading plans

\*NEW\* Let Us Save the Planet - Be the Change - Poetry and Fluency Focus

\*NEW\* Race to the Frozen North - Barrington Stoke dyslexic friendly text

The Tin Forest by Helen Ward. PDF

Greenling by Levi Penfold. PDF

#### Year 5 and 6 example reading plans

\*NEW\* I am not a label

\*NEW\* Pegasus by Eleanor Farjeon - Poetry and Fluency focus

All Summer in a Day by Ray Bradbury

Shadow of the Minotaur by Alan Gibbons

## 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

## 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

## Phonics and early reading

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

#### Reading 1:1

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

## Spelling

### 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

## Common Exception Word Toolkit

HIAS overlearning and multisensory approach to learning to read and spell common exception words by sight

- 1) Overlearning and multisensory teaching sequence
- 2) Games for embedding reading and spelling
- 3) Careful resourcing for independent application

### Approaches for reading

HIAS overlearning approach to reading CEWs

### Approaches for spelling

HIAS overlearning approach to spelling CEWs

### Example resources

Year 1 CEW flashcards with arrows

Robot words sample card

Flashcards for CEW by pattern and colour

Combining CEW for meaning word mat

Year 1 CEW word mat by colour and pattern

CEW or HFW or L+S tricky word

### Spelling Essentials: Years 1 - 6

Essential Spellings - Years 1 to 6

## 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

Ways to learn a spelling

Planning teaching of spelling from error analysis

## Spelling recovery

Year 1 to 6

## Spelling Essentials

Spelling Essentials Years 1 to 6

## Planning for spoken language / oracy

## Spoken Language and Word Level Development

### Spoken Language Teaching Ideas

Dialogic Talk and Questioning

## 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 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

## 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

## Resources to support English leadership

### Guidance for reviewing quality learning journeys in writing

Guidance document for effective HIAS learning journeys in writing

Reflections document to annotate alongside guidance

### Book and planning monitoring guidance

English monitoring guidance

### A guide to the successful design and implementation of a broad and balanced English curriculum for all pupils

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)

## 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

### Excellent Sentences

---

#### Killgallon's sentence composing strategies

Sentence Imitation  
Sentence Unscrambling  
Sentence Combining  
Sentence Expanding

#### Critical writing at sentence level

Critical writing sentences - sentence expanding  
Critical writing sentences - sentence combining  
Degrees of certainty in critical writing

### 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

### Building on the familiar in early Year 7

## KS3 Curriculum, Assessment and Resources

---

### 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

### Reading Journals

Teaching Reading for Comprehension  
Reading Journal Guidance  
Reading Journal Examples

## 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

### GCSE English Literature

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

### Scaffolding and support for struggling students in GCSE English Language - reading section

## 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

## Whole School Literacy

### 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

## Disciplinary literacy

Disciplinary literacy - reading expectations in different subjects

## Leadership and thinking prompts

Whole School Literacy - Things to think about  
Reading leadership at all levels

## 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

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

#### 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

#### Medium Term Plans

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

## Assessment

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?

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

## Monitoring

---

### Medium Term Plans

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  
KS2 Locational knowledge

### 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

---

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

\*NEW\* Fieldwork Staff INSET Presentation slides

## 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

## Secondary

### 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

### Teaching Geography

---

#### 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

8) Retrieval Technique: Five for Five

#### Where am I?

Where am I KS3 #1 - #9

#### 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) Odd one out activity

#### Geography Skills

Geography skills #1 inference grids

Geography Skills #2 20 Questions

Geography Skills #3

## 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  
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 The UK's Evolving Physical Landscape  
Edexcel B Key The UK's Evolving Human Landscape  
Edexcel B Key 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

## Home Learning

---

### KS3 Homework

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

## Primary

### Documents

---

#### 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 - What's the Link
- Additional History HITS Strategy - Through the Keyhole

#### Planning resources

- 6 Step Enquiry... Planning a local study
- KS1 Curriculum Overview Plan
- KS2 Curriculum Overview Plan
- Using Timelines in Primary History
- Teaching the Early Islamic Civilization at AD/CE 900
- Research your KS2 Local Study
- Using the Census

## Secondary

### Guidance on history leadership

---

- Self-evaluating Tool to Assess the Quality of History Leadership
- Preparing for an Ofsted Deep Dive into History
- How Should you Plan your History Curriculum?
- Guidance on Blended Learning in History
- Teaching a Representative History 2020
- Ten Key Principles for Delivering Effective Revision
- Awarding History Grades in 2020

### Guidance on teaching history

---

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



## 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

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

Resources for lesson 2 – should the Benin Bronzes be returned to Benin?

Lesson 2 – Should the African Kingdoms be returned?

KS3 Curriculum of teaching African Kingdoms from Priestlands School

### 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

## Resources for teaching KS4

### GCSE paper guides

Hampshire GCSE Paper Student Guides EDEXCEL

Hampshire GCSE Paper Student Guides EDUQAS

Hampshire GCSE Paper Student Guides OCR

Hampshire GCSE Paper Student Guides AQA

### Effective revision

Making Revision Personalised

Revising GCSE Knowledge Content

GCSE History Revision Ideas

## Primary

### Planning and assessment

---

#### Hampshire Schemes of Learning Updated 2021

##### Long term Plans

Long term maps HIAS Year 1 - Year 6

HIAS Maths Schemes of Learning Long Term Plans for KS1

HIAS Maths Schemes of Learning Long Term Plans for KS2

HIAS Maths Schemes of Learning Long Term Plans for classes taught as Year 2 - Year 3 and Year 4 - Year 5

##### Termly Overviews – Year 1 – Year 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 1 - HIAS Maths Scheme of Learning Medium Term Plans for Year 1

Year 2 - HIAS Maths Scheme of Learning Medium Term Plans for Year 2

Year 3 - HIAS Maths Scheme of Learning Medium Term Plans for Year 3

Year 4 - HIAS Maths Scheme of Learning Medium Term Plans for Year 4

Year 5 - HIAS Maths Scheme of Learning Medium Term Plans for Year 5

Year 6 - HIAS Maths Scheme of Learning Medium Term Plans for Year 6

##### Medium-term Plans for Mixed Year Groups

HIAS Maths Scheme of Learning Medium Term Plans for Year R - Year 1

HIAS Maths Scheme of Learning Medium Term Plans for Year R - Year 1 - Year 2

HIAS Maths Scheme of Learning Medium Term Plans for Year 1 - Year 2

HIAS Maths Scheme of Learning Medium Term Plans for Year 2 - Year 3

HIAS Maths Scheme of Learning Medium Term Plans for Year 3 - Year 4

HIAS Maths Scheme of Learning Medium Term Plans for Year 4 - Year 5

HIAS Maths Scheme of Learning Medium Term Plans for Year 5 - Year 6

##### 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

#### Interleaving, Recall and Retrieval

##### Year 1 – Interleaving, Recall and Retrieval

Retrieval Year 1 Unit 1.5 – 1.9

##### Year 2 – Interleaving, Recall and Retrieval

Retrieval Year 2 Unit 2.5 – 2.9

##### Year 3 – Interleaving, Recall and Retrieval

Retrieval Year 3 Unit 3.6 – 3.10

##### Year 4 – Interleaving, Recall and Retrieval

Retrieval Year 4 Unit 4.6 – 4.10

##### Year 5 – Interleaving, Recall and Retrieval

Retrieval Year 5 Unit 5.6 – 5.11

##### Year 6 – Interleaving, Recall and Retrieval

Retrieval Year 6 Unit 6.6 – 6.11

#### Paired Examples

##### Year 1

Paired example Unit 1.1 – 1.9

##### Year 2

Paired example Unit 2.1 – 2.9

##### Year 3

Paired example Unit 3.1 – 3.10

##### Year 4

Paired example Unit 4.1 – 4.10

##### Year 5

Paired example Unit 5.1 – 5.11

##### Year 6

Paired example Unit 6.1 – 6.11

## 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 – 2023

Year 6 Maths Revision Plan 2023

Year 6 SATs revision overview

### Year 6 Weekly Revision SATs tasks 2023

### General Resources

Year 6 Developing Reasoning

Helping pupils to understand the concept of ‘scaling’

Year 6 Guidance Document - Integers

Year 6 Guidance Document - Decimals

Year 6 Guidance Document - Choosing an efficient strategy to solve a calculation

Year 6 Guidance Document - Using a bar model to solve problems involving fractions

Year 6 Guidance Document - Using a framework for reasoning questions

Year 6 Guidance Document - Using pictures, jottings and models to support mathematical thinking

### Year 6 SATs Preparation Resources – 2022

Year 6 Maths Revision Plan 2022

Year 6 SATs Resources Overview - 2022

Year 6 Maths Revision Plan 2022 - Question level analysis

### Year 6 Weekly Revision SATs tasks – 2022

Year 6 Revision Plan 2022 with RTP criteria

### Year 6 Weekly Revision Variation Examples – 2022

## Year 2 Assessment Guidance – Spring and Summer

### Hampshire Assessment Model

Year 1 Milestone3 Assessment Sheets May 2021

Year 2 Milestone3 Assessment Sheets May 2021

Year 3 Milestone3 Assessment Sheets May 2021

Year 4 Milestone3 Assessment Sheets May 2021

Year 5 Milestone3 Assessment Sheets May 2021

Year 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

## Primary Transition and Catch-up Plans for Mathematics

### Resources

Domain Overview Year 1 - Year 6 Planning (Summer to Autumn 2020)

Year 6 Four-Week Plan for Summer 2020

### HIAS Maths Summer to Autumn 2020 Transition Catch Up Plans

Y1 – Y7 Summer to Autumn 2020 Transition Catch Up Plans

### HIAS Maths Autumn Term 2020 Catch Up Plans

Y1 – Y6 Scheme of Learning Autumn Term 2020 including ready to progress criteria

## Maths resources

### 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

## Secondary

### Secondary Hampshire Schemes of Learning Updated 2021

#### Long term Plans

Long term maps HIAS Year 7 - Year 9

Long term maps HIAS Year 1 - Year 9

#### Termly Overviews – Year 1 – Year 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 Plan

#### Year 8 Unit Plans

Unit 8.1 – 8.17 Plan

#### Year 9 Unit Plans

Unit 9.1 – 9.16 Plan

### Secondary – Interleaving, Recall and Retrieval

#### Year 7 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 7.1 – 7.15

#### Year 8 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 8.1 – 8.17

#### Year 9 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 9.1 – 9.16

### Secondary - 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

### Secondary 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

### Secondary 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

## Primary

### Collective Worship

HIAS Moodle+ Ideas for Autumn term 1 Collective Worship

HIAS Moodle+ 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

HIAS Moodle+ Questions and Ideas for the Evaluate Step of the cycle

HIAS Moodle+ Questions and Ideas for the Contextualise Step of the cycle

HIAS Moodle+ Questions and Ideas for the Enquire 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

KS1 and 2 resources for supporting SMSC in school

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 use in the Contextualise and Evaluate Steps of Living Difference IV and for Collective Worship

### 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

## Medium Term Plans for RE

KS1 MTP - Waiting - Christianity

KS2 MTP - Waiting - Christianity

KS2 MTP - River of Life - Humanism

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

## 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)

Self-evaluation Tool for RE Department working with Living Difference IV

How to Explain 'Enquiry' in a Religious Education 'Deep Dive'

## Primary

### 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

### 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 HIAS 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 Magnets  
Year 3 Rocks and Soils  
Year 3 Science Answer Booklet

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

Year 4 Digestion  
Year 4 Making Electrical Circuits Work  
Year 4 Mixtures and Separating them  
Year 4 Science Answer Booklet

#### Year 5 Summative Assessment Booklets

Year 5 Circulation  
Year 5 Forces that Oppose Motion HIAS Science Summative Assessment Booklet  
Year 5 Fossils, Geological Time and Classification HIAS Science Summative Assessment Booklet  
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 Answer Booklet  
Year 6 How Light Behaves  
Year 6 Sound

### 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

## Substantive Knowledge Trackers

---

All substantive knowledge trackers  
Biology Plants  
Biology Animals (including humans)  
Biology Variation & Evolution  
Chemistry Materials  
Physics Earth & Space  
Physics Electricity  
Physics Energy Pathways  
Physics Forces

## Secondary

### Disciplinary Knowledge Trackers

---

Key Stage 3 Disciplinary Knowledge Tracker  
Disciplinary Knowledge Tracker KS4

### AQA Chemistry Knowledge

---

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

### AQA Biology Knowledge

---

AQA Biology Paper 1 Knowledge Rich Curriculum

### YR 9 Fundamentals 1 Term Curriculum

---

Year 9 Fundamentals 1 Term Curriculum

### AQA Required Practical Knowledge

---

AQA Required Practical Knowledge Rich Curriculum

### Learning Resources

---

KS3 Mathematics for Science  
KS3 Working Scientifically

### 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

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

### Autumn Term 2022

Maximising the opportunity to learn. Build on holistic understanding of pupils and their need  
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 Terms 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

### 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 PowerPoint  
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)

# Moodle+ Terms and Conditions

## Terms of licence

Moodle+ subscribers are licenced to access and use these resources and have agreed to pay the annual subscription fee. This authority starts when the fee is paid and ends when the subscription period expired unless it is renewed. The files accessed are for personal or classroom use only. By using the resources, you agree that you will not copy or reproduce them except for your own personal, non-commercial use. HIAS have the right to modify the terms of this agreement at any time; the modification will be effective immediately and shall replace all prior agreements.

You are welcome to:

- download these resources
- save these resources on your computer
- print as many copies as you would like to use in your school
- amend these electronic resources so long as you acknowledge their source and do not share as your own work.

You may not:

- claim these resources as your own
- sell or in any way profit from these resources
- store or distribute these resources on any other website or another location where others are able to electronically retrieve them
- email these resources to anyone outside your school or transmit them in any other fashion

## Contact Us

Katie Scott - Training Programme Manager,

HTLC Email: [katie.scott@hants.gov.uk](mailto:katie.scott@hants.gov.uk)

For further details on the full range of services available please contact us using the following details: Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk)