



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE+ RESOURCE

Our Moodle+ Handbook

**Introductory guide and catalogue of
resources**

March 2025

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Introduction

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

All our Moodle sites can be accessed via our [HIAS Moodles home page](#), a front door that also links you to other useful Hampshire sites and sources of information (including Services for Young Children, School Library Service, Primary Behaviour Service and EMTAS). We encourage schools to take a look and bookmark this page in their browser as a favourite to enable quick and easy navigation between our sites: <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 13 subject Moodle sites.

- Hampshire Maintained schools with 2025/26 HTLC subscription: **£370**
- Hampshire Maintained schools without an HTLC subscription: **£443**
- Non Hampshire Maintained schools with 2025/26 HTLC subscription: **£370 + VAT**
- Non Hampshire Maintained schools without an HTLC subscription: **£540 + VAT**

To subscribe, please complete and submit the [HIAS Moodle subscription 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

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

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

Imhotep, architect



- Imhotep lived sometime between 2667 B.C.E. and 2648 B.C.E.
- He was born a commoner, Imhotep rose to become chief architect to Pharaoh Djoser of the Third Dynasty of Egypt and is known as the first architect, among other distinctions.
- Imhotep is credited with designing the pharaoh's tomb, the Step Pyramid at Saqqara.
- To create the Step Pyramid, Imhotep invented new tools and equipment. He used stone blocks, and the exterior was covered in limestone. Imhotep's design influenced subsequent burial structures, culminating in the later pyramids like Great Pyramid of Giza.
- Imhotep, who was also recognized as a healer, was later deified and worshipped in Memphis — and later by the Greeks, who associated him with Asclepius, their god of medicine.



"Zoser's (Djoser's) step pyramid, Saqqara, Egypt" by Paul Mannix is licensed under CC BY 2.0.

Information about architects

A list of six architects as a starting point for an art project. This resource provides ideas for a few architects to use in your art projects from across times and countries.

<p>3. a) Add pastel into the back of an image, either a photocopy of child's figure or one of the artists.</p>  <p>b) Lay photocopy, pastel side down onto some cartridge paper, use a biro and draw over the outline of the figure – see guide.</p>	<p>E x p e r i m e n t</p>	<p>Task: Pastel monoprinting and subtractive monoprinting</p>  <p>I know how to do a pastel monoprint.</p> <p>I know how to experiment with pastel monoprinting techniques and to use line, colour, pattern, and shape to create a monoprint inspired by Lubania Himid's artwork.</p>
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A scheme of work about 'magical printing'

Using and combining monoprinting with inks and pastel to look at the human figure and to respond to the artwork by Lubaina Himid. A scheme of work for Key Stage 2 – Years 5 and 6.

Date _____

Learning Intention: To reflect and evaluate my art project.

My (add in the skill being evaluated) evaluation.

I really like

Include the element/s you have used in your sentence/s:
colour, pattern, texture, line, shape, form and space

I would like to change or add

I worked safely



Select by colouring in.

I am happy with my (i.e. block printing)




Select by colouring in.

Key Stage 1 self-evaluation guide for Year 1 and 2

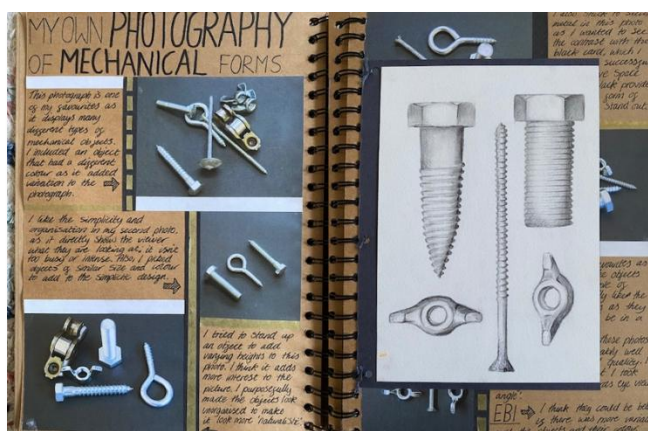
This provides you with an idea for self-evaluation of a project. Ideally you will get children to write the sentences out, rather than use the template.

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

Sequence of learning tasks	Resources	Knowledge coverage/teaching outcomes	Assessment objectives
<p>1. Introduce the artist and show Jim Dine's artwork. Talk about his life and work. Do a front page. Write some facts and thoughts about his work.</p> <p>Jim talks about himself in videos, share him talking about his life and work.</p>  <p>Dine - Jim koeln-sk-stiftung 210219 - Jim Dine - Wikipedia https://commons.wikimedia.org/wiki/category:CG-EF-S&A-0</p>	<p>D e v e l o p</p> <p>K n o w i d e d e g e & I d e a s</p> <p>Sketchbooks, images of Jim Dine's tool artworks, scissors, glue, art prompts.</p>	<p>Look at the work by Jim Dine about his tools.</p> <p>Start a project about the artist and capture some information about him.</p> <p>Consider presentation and placing of artist images on a page, allowing enough space to do small illustrations.</p> <p>Model drawing, responding to Dine's illustrations of tools.</p> <p>Do an outline, analyse his drawing and look at shading, marks, details. Draw in pencil and charcoal. Use a rubber. Wet wipe for blending.</p>	<p>I know about the work of Jim Dine and his tools inspired by his family hardware shop.</p> <p>I know how to layout images by an artist and to respond to his work using drawing materials.</p>
<p>2. Print off some tool images by Jim Dine. Do an outline drawing with a pencil. Look for detail and add.</p> <p>Use charcoal and do a drawing of a Jim Dine tool.</p>	<p>Pencils, sharpeners, rubbers, charcoal, wet wipes.</p>		

A scheme of work for Key Stage 3 or 4: tools and Jim Dine

A scheme of work for Key Stage 3 or 4: about tools and Jim Dine. This could be used as a short, scaffolded project to provide an opportunity for creating a portfolio project with Key Stage 3 and if needed with Key Stage 4, if Year 11 portfolios are sparse. Additional opportunities could be added according to the time you have and if you need more evidence for Key Stage 4 portfolio evidence. An assessment resource is available on Moodle+ to support this planning resource.



Sketchbooks

Example of an art, craft and design sketchbook.



A guide to using Publisher

This resource looks at creating an analysis page about an artist. Every page can be different, with different fonts, colours and images, this could be used for Key Stage 3 and 4.

Coming soon to Moodle+...

For primary, we will be uploading schemes of work about 'irresistible painting', 'sculptural hangings' and 'block printing', as well as examples of sketchbooks.

For secondary, we will upload photography portfolios/sketchbooks and pupil conferencing prompts.

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

Computing

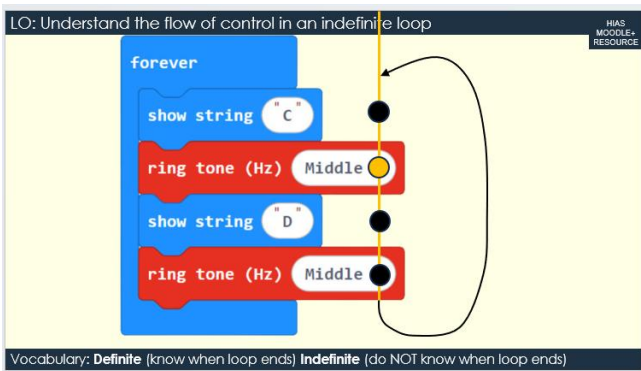
Moodle+ is a fantastic opportunity to provide high quality computing science, information technology, digital literacy and online safety resources for subscribing schools. We aim to provide some of the best documents to help teachers plan, manage, and teach computing in an informed and sustainable way.

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

- Knowledge progression.
- Age recommendations.
- Assessment criteria.
- Computational thinking.
- Computational attitudes.
- Formative and summative assessment examples to improve teaching practice.

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

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



Flow of control

These resources illustrate the order in which the programming runs (flow of control) for an indefinite forever loop, a count-controlled loop, and a conditioned controlled loop.

Microbit Introduction Features Marksheets

1.

A	B	C	D	E
Coding area	Microbit Simulator, where you can test code without loading it on your microbit.	Coding blocks	Back to the home area to start a new project	Downloading your code onto your microbit to see if it works.

4 (marks)

2. The Microbit v2 has a built in speaker.
True or False **TRUE** 1(mark)

3. You can power the Microbit with a battery pack.
True or False? **TRUE** 1(mark)

4. The Microbit has a compass to find magnetic north. True or False?
TRUE (1 mark)

Micro:bit

An introduction to Micro:bit. Resources include questions about Micro:bit as an introduction activity and there is also a marksheet available.

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

Title: Firework Loops
LO: Use definite and indefinite loops independently

Predict

5. There are three loops on this page:
 6A
 6B
 6C

Write a **DEF** next to definite loops and an **IN** next to indefinite loops.

You might want to view in **slideshow mode**.

Ask your teacher for the answers so you can mark both predict slides

Vocabulary: **Definite** (know when loop ends) **Indefinite** (do NOT know when loop ends)

Loop Key Stage 3 Fireworks module for Year 7

Concept and PRIMM resources for Lower Key Stage 3. Featuring questions and answers and also the opportunity for pupils to program their own firework pattern using Scratch.

Move and Draw	
t.fd(50)	Turtle moves forwards 50
t.bk(30)	Turtle moves backwards 30
t.rt(90)	Turtle turns right 90 degrees
t.lt(45)	Turtle turns left 45 degrees
t.goto(50, 50) t.goto(-10, -40)	Turtle goes to a coordinate in the first quadrant. Turtle goes to a coordinate in the third quadrant.

Python Turtle support sheets

Introduction and advanced support sheet which are designed for students to use with Python 3.12. These include commands with Scratch translations and commands with functions.

Coming soon to Moodle+...

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

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

Design and Technology

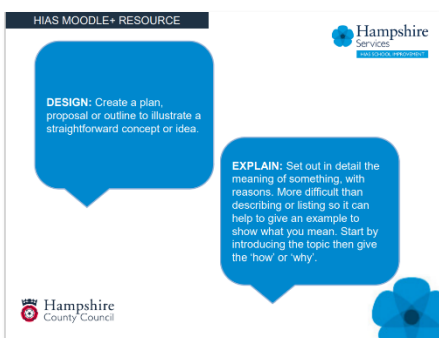
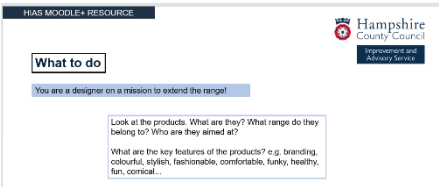
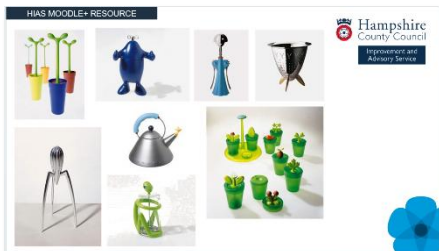
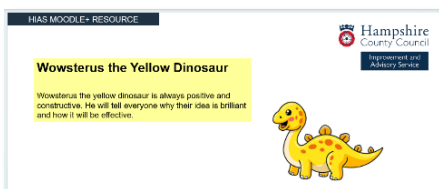
The Design and Technology Moodle+ has been designed with class teachers and other D&T professionals in mind. The objective is to be a one stop resource/information area to help support quality teaching and learning in design and technology throughout all key stages.

Resources have been developed to help teachers move their schemes of work from craft-based focused projects, where the outcome is the key element, towards planning design and technology learning units that focus on students' learning.

These resources are 'starter' materials for teachers to adapt to their own circumstances, making them more demanding, or simpler, as necessary.

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...



Dinosaurs lair

This resource has been designed to develop risk taking and innovation in designing. This activity is a mixture of Dragons' Den and De Bono's thinking hats. There are six coloured dinosaurs who each do one type of thinking. A pupil presents their idea to the lair and receives back evaluations that reflect the type of thinking each dinosaur does. They can then use the evaluation to improve their design further.

Extending the range

This activity has been designed to help children come up with new ideas quickly, using what they have learnt about products that have already been made.

Command words

This resource has been designed to help support teachers and children with identifying command words in design and technology.

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

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What to do

1. Choose one of these products.
2. Think about how it could be improved.
3. Think about the user and what the purpose would be



Developing risk taking and innovation in designing – 4x4 design

This activity employs structured group work to help each person in the group develop a design idea further. 4x4 refers to four students, working for four minutes at a time. The time can be altered to suit class/ability/activity/product.

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Hampshire County Council
Improvement and Advisory Service

What is PMI?

PMI is a strategy of evaluating objects and ideas:

- Positives** – comment on all the positive aspects of the design.
- Minuses** – comment on all the not so good elements of the design.
- Interesting** – find something that is really interesting in the design.

PMI – Chindogu

This is the term used for innovative products that are almost useless. Using the adapted Chindogu sheets and the PMI activity to evaluate products and design ideas, this type of analysis of a product or design proposal encourages students to go beyond simple pluses and minuses and to focus on what is interesting or unusual.

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Think of as many words as possible to describe this creature. Include words that describe how it feels as well as it looks.



Random word linking design activity

This resource is based around using photographs on unrelated scenes and objects to develop lists of words which are then used as a stimulus to develop a product idea. The photographs stimulate a range of words that can be descriptive in terms of what the scene or object looks like or words that describe feelings that are conjured by the photographs.

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Random Word Linking

Generate ideas.
Make links that are forced to make new ideas – some will be useful, some may not be!
Have fun and play to be original.
Share risk by working together.

Coming soon to Moodle+...

In alignment with Hampshire County Council's climate change strategy, we will be incorporating a focus on climate change and sustainability into this year's Design and Technology Moodle+ resources. Below are several project ideas that will be developed to support this initiative:

Primary:

- Design, build and test a solar oven – educate students on renewable energy and the principles of solar power.
- Design, build and test a rainwater harvesting system – teach students about water conservation and sustainable water management.

Secondary:

- Sustainable product design – encourage students to design products with sustainability in mind.
- Food waste reduction – raise awareness about food waste and how to reduce it.

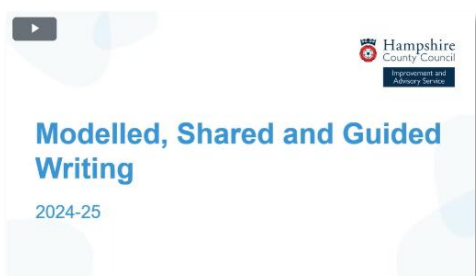
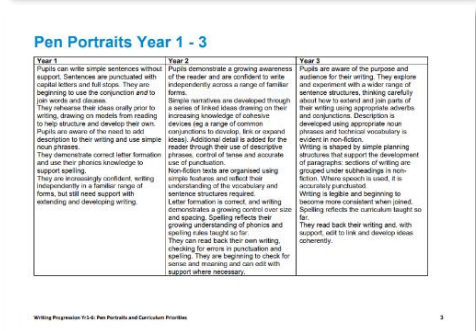
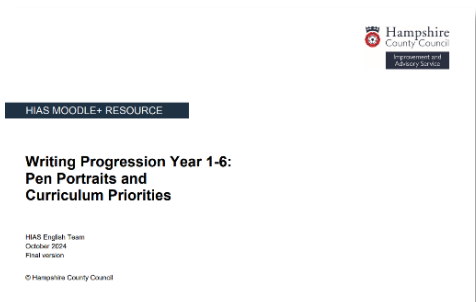
For a full list of Design and Technology Moodle+ Resources, [click here](#)

English

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

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

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



Writing progression Year 1-6: pen portraits and curriculum priorities

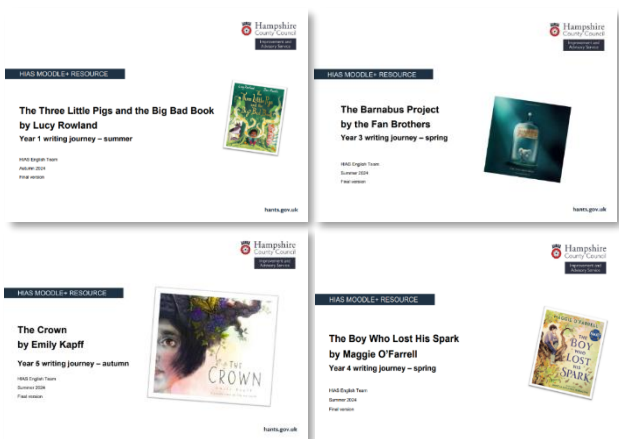
This document exemplifies a pathway for progression in writing across the Primary English curriculum. We created this document to provide a model that all schools could use to develop their own pathways, mapping out the pupil's journey across the Key Stage 1 and Key Stage 2 curriculum. Priorities for teaching indicate a suggested timeline of coverage and support the development of basic skills and consolidation of previous learning so the curriculum builds strong foundations for every child.

Video exemplification of modelled, shared and guided writing

The video is designed to work alongside the *modelled, shared and guided writing* guidance previously published on Moodle+. We captured key moments within a sequence of learning that effectively demonstrate how each of these approaches can be used to clarify, exemplify, develop and embed learning.

New learning journeys for writing

As always, we continue to look out for high quality texts to develop example writing learning journeys. We have added several new journeys to our collections this year and continue to update existing sequences to ensure they are of the highest quality.



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

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Post-GCSE results analysis

Guidance for secondary subject leaders

On results day - initial reactions
The subject leader's role on results day is to act as a role model for the subject teachers in responding to GCSE outcomes, and to support students as they access their results. Results day can be an emotional time and subject leaders should aim to avoid over-reading, either with delight or disappointment.

- Use the results lists to identify pupils who are likely to be concerned about their results and to provide support.
- Look at outcomes by class and identify any teachers within the team who may need support on the day, based on the outcomes for their classes(s).
- Calculate successes with students and teachers.

Early tasks
Review the outcomes by student and identify whether there are any whose papers may need re-marking. It is worth doing this early on as gaining written permission to re-mark papers can take time and deadlines for submission of questions about results are in mid-September. Then how and when to contact students to gain permission - do this as soon as is practical.

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The Last Push - 9 weeks to GCSE

9 questions to consider for English leaders

HIAS English Team
February 2024
First version

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Subject leadership resources

Resources for subject leaders and teachers approaching post-GCSE planning, providing guidance around data analysis and action planning.

Underpinning knowledge - addressing gaps in writing knowledge

- Securing sentence grammar
- Securing straightforward punctuation
- Securing paragraphing
- Writing and punctuating dialogue

Maintaining and building upon KS2 writing standards

- Creating cohesion in narrative writing
- Using the senses in narrative writing

Underpinning knowledge section

This series of resources is designed to help teachers plan to address writing gaps that appear at Key Stage 3, rooted in the primary curriculum.

H is for Hawk: Helen Macdonald

This is an extract from the autobiography of Helen Macdonald, focusing on how adopting a hawk helped her in her grief after the death of her father. In this extract, she is hunting a young Lesser Spotted Woodpecker for the first time.

Read through this paragraph explaining the impression of the hawk created by the writer's language choices before you read the passage from the text. When you read the passage, look out for evidence for this interpretation.

The impression of the hawk is that it is overwhelming to listen: she finds it both beautiful and dangerous, and also somehow magical and otherworldly, as if it has stepped out of a story or a different time into the real world. The hawk itself seems engaged and determined to bring down all of its prey and succeed. And there is an impression of vulnerability and fearfulness as well as being deadly. Overall, the hawk has a sense of balance or harmony in the hawk's beauty, but the predator seems to be stronger, and a bit of a bully.

Now read the extract below.

There are four words/phrases that have been removed from the extract. Consider the choices and think which four options best create the overall impression. Think about how these four word-choices work together across the whole extract as well as how they work within their own sentences. Explain your reasons for your choices, linking to the overall impression of the hawk and to the layers of meaning in your word choice.

1	danger and beauty	intention and fury	beaters and claws
2	sharp fingers	deadly diggers	feather points
3	complete surprise	winged monster	conquering trick
4	the hawk/eye of a falcon	good feeling through water	a light in the darkness

There are four layers of meaning within each word and make your choice based on the overall impression of the hawk. Note that the hawk has been made different sizes so that the longest option could fit in the space - don't take the size of the black box as a guide!

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Exploring language choices

Following a review of GCSE papers by students who did not quite achieve the Grade 7+ outcomes that were targeted, the need to be able to identify where, specifically, rich meanings are rooted at word level and how language choices contribute to meaning and effect on the reader was highlighted as a particular barrier to higher grade outcomes. These resources provide opportunities for rich thinking as well as models of high-grade responses to texts rooted at word and phrase level.

Coming soon to Moodle+...

For primary, we will be adding resources on whole class reading sequences, as well as reading progression Year 1-6: Pen portraits and curriculum priorities.

Secondary resources will include updated Key Stage 3 curriculum-linked assessment guidance and reading fluency guidance and resources.

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

Geography

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

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

Making Sense of Shapes

Young children make sense of the world around them by showing curiosity. They are natural investigators, using their senses to explore and embed knowledge of their surroundings. The EYFS curriculum encourages this through its adult-led activities and enabling environments. However, once children start Key Stage 1, they are required to be able to name and locate not just the countries of the United Kingdom but all the continents and oceans of the world. They are asked to not just associate knowledge of a place with memories of first-hand experiences but link it to an abstract shape amidst lots of other abstract shapes. This can be a challenging task for lots of children.

This resource sets out to support geography subject leaders and teachers through providing ideas to support children in making sense of those abstract shapes so that they can name and locate the countries, continents and oceans listed in the Key Stage 1 National Curriculum.

Making sense of shapes: developing locational knowledge in Key Stage 1

This resource provides practical ideas to support young children in developing their locational knowledge that can easily be incorporated into geography lessons.

Developing Locational Knowledge in Key Stage 2

The Key Stage 1 National Curriculum asks children to locate the countries and capital cities of the United Kingdom and the continents and oceans of the world. The Key Stage 2 curriculum progresses by looking at these places at a larger scale, introducing other countries within continents and the counties of the United Kingdom.

It is important that children are secure in their Key Stage 1 locational knowledge before moving onto the Key Stage 2 curriculum objectives. This is because misconceptions can often arise in children's spatial awareness as they develop their locational knowledge and it is important that children understand the 'bigger space' before introducing them to the other spaces that fit within it. Please see the 'Supporting Children in Key Stage 1 with Locational Knowledge' Moodle+ resource for further information on how to support children who have not fully embedded their Key Stage 1 locational knowledge by the time they are in Key Stage 2.

This resource supports geography subject leaders and teachers by providing ideas to help children further develop their spatial awareness and recall of the locations of the places studied.

'Where in the world?' Developing locational knowledge in Key Stage 2

This resource provides ideas to support children further as they progress in their locational knowledge at Key Stage 2. It provides advice on how the curriculum can be sequenced to scaffold locational knowledge as well as practical ideas that can be used in lessons.

	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
What is geography? (child speak)	In Reception children build their knowledge of the world by being curious about their environment and those represented in stories and photographs.	'Learning about the world/places.'	'Learning about different places and why they look like they do.'	'Learning about different places and how human and physical features connect to each other.'
Knowledge of place	School and local area if ready.	School, local area and learning a 'story' about a small non-European place.	Revisiting the same place at least two times (not just local area) to help the children understand that one place can have lots of different geographical stories and avoid over-generalisations.	
Diversity	I know some similarities and differences of people and places.	I can compare similarities and differences of people and places.	I can explain the similarities and differences within a place.	I can explain the similarities and differences within a place and link this to my knowledge of human geography (including culture).

Understanding disciplinary knowledge

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

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

Feedback in geography

Educators understand the importance of feedback. Done well it can reduce misconceptions, build knowledge and skills and support pupil progress. However, feedback is not always *done well* as there is no set simple answer for when and how it should be given.

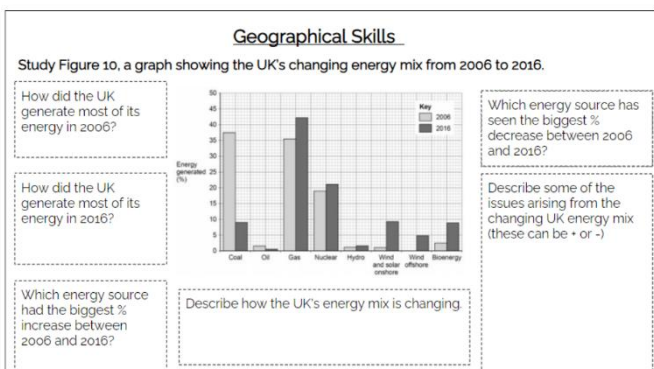
To address these challenges several schools across the county have established whole school feedback policies which utilise the recommendations of the EEF (Education Endowment Fund):

1. lay the foundations for effective feedback
2. deliver appropriately timed feedback that focused on moving learning forward
3. plan for how pupils will use and receive feedback
4. consider how to use timely and purposeful written feedback
5. consider how to use purposeful verbal feedback
6. design a school feedback policy that prioritises and exemplifies the principles of effective feedback.

The EEF research report published in 2021 is called 'Teacher Feedback to Improve Pupil Learning' and can be found here: [Teacher Feedback to Improve Pupil Learning | EEF](https://www.educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/) ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

Effective feedback in geography

This resource seeks to support leaders and teachers put the EEF (Education Endowment Foundation) recommendations into practice by sharing good practice from across Hampshire including live marking with the visualiser and 'my favourite no.'



Geographical skills – use of figures

A current common challenge arising from GCSE exam board feedback is the prevalence of students 'copying and lifting' directly from figures. This resource shares a strategy that could be used as 'do it now' starter activities or as worked scaffolds during a lesson to support students in getting to grips with using a figure to develop their descriptive and explanation style writing.

California Wildfires

1. Where are these fires?

2. How many people are missing?

3. How many have been evacuated?

4. What was it like for the residents who managed to escape?

5. EXPLAIN - why is it hard for elderly residents to evacuate?

6. How long is California's wildfire season now?

7. Why are the electrical companies blamed for sparking the blazes?

8. Why has the 40 million-strong population increased the fire risk?

9. Why has climate change increased the risk of wildfires?

CHALLENGE TASK: research and find out what Santa Ana winds are

KEY: laminar

California fires: At least 42 die in state's deadliest wildfire
At least 225 people are missing as the wildfires continue to rage in northern California towns like Paradise. Nearly 7,200 structures have been destroyed, and another 15,500 are at risk. More than 300,000 locals have been forced to flee their homes across California.

Why are the fires so bad?
Historically, California's 'wildfire season' started in summer and ran into early autumn but experts have warned that the risk is now year-round.
The California Electricity Commission is investigating what sparked the latest blazes - and reports electrical companies may have suffered malfunctions near the sources shortly before the fires began.
Low humidity, warm Santa Ana winds and dry ground after a rain-free month have produced a prime fire-spreading environment.
The state's 40 million-strong population also helps explain the fires' deadliness. That number is almost double what it was in the 1970s, and people are living closer to at-risk forest areas.
And then there is climate change. Recent years have produced record-breaking temperatures, earlier springs and less reliable rainfall.

Some of the victims are believed to be elderly residents or people with mobility issues who would find evacuating more difficult.

Disciplinary literacy

One of the biggest focus of attention across the county is supporting students to develop their reading skills especially considering our geographers have complex resources to interpret with the reading age of the pre-release AQA exam board materials often being 16 years+. This extended resource looks at how to develop your departmental approach to support disciplinary literacy so your geographers develop confidence and needed skills to 'read like a geographer.'

Coming soon to Moodle+...

For primary, we will be adding a resource on **Geography in the mixed-age classroom**. This resource will provide schools with planning and assessment advice to support the teaching of geography in a variety of mixed-age classrooms.

We will also upload a resource on **Teaching Key Stage 1 and Key Stage 2 regional studies**. This resource will provide subject leaders with advice on how to teach the regional studies of the National Curriculum at Key Stage 1 and Key Stage 2. It will also provide a list of possible enquiry questions and a medium-term plan outline for each key stage that can easily be adapted for schools.

In secondary geography, feedback from the Autumn 2024 and Spring 2025 Secondary Networks has overwhelmingly shown the need to support progression in fieldwork as well as strategies to support closing the disadvantage gap in the geography classroom. Kate Broadribb has been investigating this with steering group members and will be presenting initial findings at the National Geographical Association Conference during April 2025. Once the research has been completed full guidance will be published on the secondary Moodle+.

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

History

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

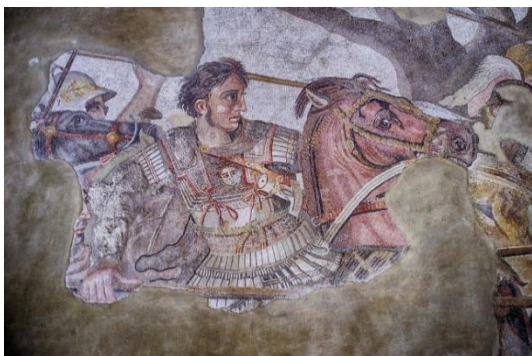
A taster of what is available on Moodle+ Primary...



[File:Hansel and Gretel Kubel.jpg - Wikimedia Commons](#)
[Deed - CC0 1.0 Universal - Creative Commons](#)

Using stories in primary history

Examples of how to use stories effectively across the primary curriculum to engage children.



[Alexander The Great. Александр Македонский](#) by [Peer Gynt](#) is marked with [Public Domain Mark 1.0](#).

Teaching Ancient Greece

Suggestions and examples for teaching ancient Greece in Key Stage 2.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Local history

A resource on teaching local history: planning for best practice wherever your school is located.

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

HIAS MOODLE+ RESOURCE

Tackling Educational Disadvantage in Secondary History

A self-evaluation and action plan for history leaders

Sarah Herry
October 2024
Final version

© Hampshire County Council hants.gov.uk

The screenshot shows a document with a table titled 'History Action plan to close the attainment gap in history at your school'. The table has columns for 'Current situation in History', 'Planned Action', 'Success Criteria', and 'Evaluation of Impact'. There are also sections for 'History TED SEF questions' and 'What does current data reveal about the attainment gap for disadvantaged children in your history department?'.

HIAS subject leader guidance on tackling educational disadvantage

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

HIAS MOODLE+ RESOURCE

How does the historian David Olusoga use sources to make claims of black presence in Roman Britain?

Teaching disciplinary knowledge:

Sarah Herry
June 2024
Final version

© Hampshire County Council hants.gov.uk

The screenshot shows a resource with a central image of a Roman coin and several text boxes. One box asks 'How does the historian David Olusoga use this evidence?' and another asks 'How does the historian David Olusoga use sources to make claims of black presence in Roman Britain?'. There are also images of archaeological finds and a list of questions.

Teaching resources that keep your history curriculum up to date with historical scholarship

Bring your curriculum up to date with the available enquiries such as:

- *How does historian David Olusoga use sources to make claims of Black presence in Roman Britain?*
- *Why does Peter Frankopan argue Bagdad was the beating heart of the Islamic World? and How did the Silk Roads create a medieval world wide web?*
- *How did enslaved people resist colonial slavery in Jamaica?*

How a historian works

How does a historian work?

The infographic explains the process of historical enquiry through several steps:

- Historians ask questions:** They follow a line of enquiry. They ask questions that help them think through what they need to know. They are interested in what they believe to be historically significant.
- Historians can change their questions depending on the evidence they find.**
- Historians test their ideas:** Using evidence from the sources, historians test their hypotheses on what they think might be the answer to their enquiry. They refine their initial hypothesis.
- Historians make claims and create narratives based on the evidence.** They explain what they know for certain and what is possible, likely or uncertain. They make arguments supported by evidence. They consider the impact of author, audience, purpose on how a source is used.
- Historians disagree about how sources should be interpreted.** They give more weight to different sources.
- Historians look for a range of helpful sources.** Historians look for sources that help them answer their enquiry. These useful sources provide evidence. This evidence base enables them to write their accounts.
- Historians know where to find sources.** The source record is the name for sources that have already been discovered. Many of these are kept in special libraries known as archives. New sources are still being discovered.
- Historians refer to the work of other historians. They challenge or refine their claims.**
- There are different types of sources that help to answer different types of questions.** For example, archaeological finds help us find out how people lived. Written documents like diaries tell us what people thought and experienced. Government records can tell us how many people were affected by events.

Understanding historical enquiry. How does a historian work? 3

Improve your disciplinary knowledge: how do historians work?

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

Coming soon to Moodle+...

Over the next year we plan to provide primary resources on:

- Teaching an overview of ancient civilisations: how to teach this effectively to develop children's understanding alongside your depth study of one ancient civilisation.
- Sources and evidence in the history curriculum: a guide for history teachers to use this knowledge throughout their history curriculum.

We plan to provide secondary resources on:

- Teaching an up-to-date history curriculum including lessons on India under British rule, for example: *A window on India: what does the history of India reveal about British rule? Why did Queen Victoria become 'Empress of India'?*

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

Mathematics

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

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

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

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

Year 3 – Yearly Overview		Hampshire Services													
		HIAS MOODLE+ RESOURCE													
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn		3.1 Number and Place Value Addition and Subtraction			3.2 Measurement: Money	3.2 Addition and Subtraction		3.3 Multiplication and Division		3.4 Fractions		3.4 Geometry		3.5 Measurement	3.5 Measurement: Time
Measurement: Time - Utilise everyday opportunities to tell the time from an analogue clock. Use the vocabulary of time (am/pm; morning/afternoon; noon/midnight). Know the number of days in each month, year and leap year.															
Spring		3.6 Fractions	3.6 Geometry	3.7 Addition and Subtraction			3.8 Measurement: Time	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction with Measurement		3.10 Statistics		
Measurement: Time - Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Number: Practise counting in multiples of 3, 4 and 50, and in 100s from any number.															
Summer		3.11 Multiplication and Division		3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement: Money and Time		3.16 Measurement: Length		

Hampshire schemes of learning

The HIAS maths scheme of learning includes sequenced 'I can learning journey' statements to guide teachers, along with long-term plans, medium-term maps, and detailed unit plans. These plans break down key objectives, highlight the prior learning, address misconceptions and suggest key tasks to support teachers' planning.

Worked example	Thinking	Your turn
<p>'If Amy drinks 400ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>	<p>What calculation does the bar model show?</p> <p>How did I know that I had to subtract 400 from 1000?</p> <p>How could I use my number bond knowledge of $10 - 4 = 6$ to help me?</p> <p>How could I use the inverse to check my answer?</p> <p>How can I check that my answer is reasonable?</p>	<p>'If Amy drinks 500ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>

Paired examples

Using paired examples enhances understanding by allowing pupils to observe a worked example and practise with a similar task. This structure encourages active engagement through discussion with the teacher and builds confidence with independent practice.

HIAS MOODLE+ RESOURCE		
Unit 3.10 Faded Scaffold		
1	<p>'If Amy drinks 200ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>	<p>I know $1000\text{ml} = 1 \text{ litre}$ $1000 - 200 = \underline{\quad}$</p> <p>Amy has $\underline{\quad}$ ml of apple juice left.</p>
2	<p>'If Amy drinks 300ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>	<p>I know $\underline{\quad}$ ml = 1 litre $1000 - 300 = \underline{\quad}$</p> <p>Amy has $\underline{\quad}$ ml of apple juice left.</p>
3	<p>'If Amy drinks 600ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>	<p>I know $\underline{\quad}$ ml = 1 litre $1000 - \underline{\quad} = \underline{\quad}$</p> <p>Amy has $\underline{\quad}$ ml of apple juice left.</p>
4	<p>'If Amy drinks 700ml of apple juice from a litre bottle (1000ml), how many ml will she have left?'</p>	<p>Amy has $\underline{\quad}$ ml of apple juice left.</p>

Faded scaffolds and intelligent practice

This document complements the paired example resources by using faded worked examples and intelligent practice sequences to help pupils gain confidence and independence. Teachers gradually remove elements of the examples as pupils progress, ensuring each question builds on the previous one.

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

Year 9 – Yearly Overview		HIAS MOODLE+ RESOURCE									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Autumn	9.1 Number: Standard Form Roots, powers & reciprocals Compound measure		9.2 Geometry Area, perimeter and property of shape			9.3 Algebra and statistics Linear and quadratic graphs		9.4 Probability (simple events)	9.5 Geometry Prisms & cylinders Congruence Pythagoras		
Spring	9.6 Probability (sets and Venns)	9.7 Statistics (bivariate data)	9.8 Proportion (direct and indirect) Powers and roots			9.9 Approximation Compound units		9.10 Geometry Pythagoras and trigonometry Constructions		9.11 Algebra Functions	
Summer	9.12 Pythagoras and trigonometry		9.13 Number: Standard Form Integers, powers and roots Accuracy			9.14 Probability	9.15 Statistics Averages Stem-Leaf Frequency tables		9.16 Algebra Functions (graphs) Manipulation of equations		

Use	National Grid (Objectives)	NC Objectives	By the end of this sequence, students will be able to	National Time: 15 sessions
5	Interpret and compare numbers in standard form as a set of factors, where n is a positive or negative integer or zero.	9.1.1	Interpret and compare numbers in standard form as a set of factors, where n is a positive or negative integer or zero.	
5	Apply appropriate calculation strategies and degrees of accuracy to increasingly complex problems related to the structure of a numerical problem requiring multiplicative or proportional reasoning.	9.1.2	Use the laws of indices to convert simple calculations expressed in standard form.	
5	Use conventional notation for powers, roots and reciprocals.	9.1.3	Recognise when a problem requires multiplicative or proportional reasoning.	
5	Use integer powers and associated real roots when solving problems.	9.1.4	Use conventional notation for powers, roots and reciprocals.	
5	Appreciate the infinite nature of the sets for integers, real and rational numbers.	9.1.5	Use integer powers and associated real roots when solving problems.	
5	Solve problems involving percentage change.	9.1.6	Know that for every given number, there is always one more and one less. Thus the set of rational numbers is infinite, as shown in a number line.	
5	Use compound units with the speed and unit pricing to solve problems.	9.1.7	Solve problems involving percentage change.	
5	Use compound units with the speed and unit pricing to solve problems.	9.1.8	Use compound units to solve problems involving speed and unit pricing.	

Visual coding: key representations

Contains material developed by NCFE and licensed under Open Government License v3.0

Word:	Example:
(square) root	$\sqrt{9}$
Picture, diagram or model:	Non-example:
	9^2

Secondary schemes of learning for mathematics

Long, medium and short-term maps

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

Overviews of learning and visual coding

Each unit of work has supporting resources to aid planning and delivery, emphasising the need to be aware of a broad range of learning preferences and styles.

- The overview of learning highlights the core content of the unit, required prior learning and expected outcomes. It also includes key vocabulary and explores possible misconceptions or ideas that are tricky to teach. To support formative assessment and adaptive teaching, key questions are suggested.
- The visual coding section offers a range of models and images to enable teachers to offer a broad range of strategies and approaches that are designed to deliver a robust and mathematically accurate lesson.

Word cards to support each unit of work and the development of mathematical vocabulary and its applications

The word cards are a flexible resource to support the teaching of subject specific vocabulary. Each card has a key word from the topic, together with a suggested example of what the word is and what it is not (a non-example). There is also a structural model, diagram or picture designed to give students a deeper understanding of the word and how it might be used in this topic.

Coming soon to Moodle+...

For primary, we will be developing resources that build upon the paired examples, faded scaffolding, and intelligent practice materials. The resource will encourage pupils to think even deeper, enabling them to make connections and develop a greater depth of understanding. Secondary will see the addition of resources on engaging thinking tasks for Key Stage 3 and 4.

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

Bonjour! Hola! Guten Tag!

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

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

HIAS MOODLE OPEN RESOURCE

A Guide to Curriculum Planning in Primary Modern Foreign Languages

Kerry Yates, HIAS Secondary Advisor/Inspector for MFL
April 2024
Final version

Guide to curriculum planning (French and Spanish)

For those new to the role of MFL subject lead looking for somewhere to start or for those schools looking to review their MFL curriculum, this document is the perfect place to start. This document provides ideas of how to begin putting together a long-term plan for primary MFL and where to start with its resourcing.

HIAS MOODLE OPEN RESOURCE

HIAS – KS2 French Suggested Age-Related Expectations

Year 6

Kerry Yates and Adam Clements
April 2024
Final version

© Hampshire County Council

Age-related expectations – Year 3-6 (French and Spanish)

Primary MFL subject leads will already be aware that national age-related expectations for Key Stage 2 MFL do not exist. As such, the HIAS MFL advisers have put together some suggested expectations for Years 3-6 which draw upon the latest Ofsted research review into languages and can be used to support curriculum planning.

Où vas-tu en vacances? - Where do you go on holiday?

Use this helpful vocabulary to talk about holidays. The French don't normally hear English people trying their French out, so be brave as they will be impressed and friendly! 🇫🇷

<p>Je vais - I go</p> <p>Nous allons - we go</p> <p>Je voudrais aller - I would like to go</p> <p>Je vais aller - I am going to go</p>	<p>Destinations</p> <p>en France - to France en Espagne - to Spain en Italie - to Italy au pays de Galles - to Wales en Ecosse - to Scotland en Irlande - to Ireland aux Etats-Unis - to the USA</p> <p>à la plage - to the beach à la montagne - to the mountains à la campagne - to the countryside</p>	<p>Extra information</p> <p>en été - in the summer en automne - in the autumn en hiver - in the winter au printemps - in the spring</p> <p>avec ma famille - with my family</p> <p>en voiture - by car en train - by train en avion - by plane en bateau - by boat</p>	<p>Opinion</p> <p>C'est super! - It's super! C'est génial! - It's brilliant! C'est fantastique! - It's fantastic! C'est amusant! - It's fun! C'est ennuyeux! - It's boring!</p>
<p>Example</p> <p>Je vais en Espagne en été avec ma famille en avion et c'est super!</p>	<p>Extension</p> <p>En été, je vais en Espagne avec ma famille en avion et il fait très chaud tous les jours. J'adore l'Espagne parce que c'est fantastique!</p>		

Word mats (French and Spanish)

To accompany each unit of work that makes up our HIAS recommended long-term curriculum overview, we have designed word mats that can be used in lessons to support students spoken and written work. These word mats form the basis of the unit overviews and are sequenced so that key phonics, grammar and vocabulary are interleaved and introduced in a logical order.

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

How can we make MFL successful for pupils with SEND?

- What works for children with SEND works for **all** pupils.
- NASEN Teachers Handbook has some great information on working with a variety of needs but also an MFL section which is worth a read.
[Teacher SEND handbook 30th January 2024.pdf](#)
- Languages can be an opportunity to shine for pupils, particularly if they are EAL or have specific needs. Students with dyslexia – writing component only 25% so can excel in other skills.
- It is important to focus on a learner's strengths in order to build their confidence.

SEND students in MFL

This resource provides ideas and strategies to support MFL teachers in adapting their teaching and resources for SEND students. Taking strategies from the NASEN handbook, this resource provides examples of how these ideas can be adapted to the MFL classroom.

Improving Performance in Listening

Key Themes;

- Interleaving high frequency vocabulary and structures
- 25% of qualification, 25% of lesson/curriculum time?
- Practice, Practice, Practice
- Metacognition
- Importance of KS3 for laying the foundations of listening

Improving listening in MFL

So often the skill that many of our students struggle to get to grips with, this resource shares some ideas for boosting students' performance in the listening element of the GCSE. Focusing on a metacognitive approach to tackling GCSE listening tasks, these takeaway ideas can be easily implemented in the classroom.

Preparing students for the new MFL GCSEs Speaking Exam

Adam Clements
February 2025
Final version

Preparing students for GCSE speaking (2024)

Preparation for the new MFL GCSE specification is at the heart of most MFL departments' priorities this year. With significant changes to the speaking exam, this resource provides some ideas and tips to prepare students.

Coming soon to Moodle+...

For primary MFL, we will be adding new resources and lesson ideas to support a wider range of teaching, learning and assessment strategies.

- Using books and authentic materials in the classroom alongside existing units of work.
- Games and activities to develop students' phonetical awareness and their ability to pronounce new language with an increasing degree of accuracy.

For secondary MFL, we will be adding new resources to support the teaching of the revised MFL GCSE qualifications, as well as information on how to use AI effectively in the MFL classroom.

- Resources to support the teaching of dictation from Key Stage 3-4.
- Ideas for using AI software to create resources and to therefore save precious PPA time.

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

Religious Education

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

Materials on the Moodle+ include:

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

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

Overview

This document contains...
Examples of books that can be used to enhance the teaching of Buddhist, Hindu, Islamic and Jewish faith traditions.

Points to consider when using this resource
Promoting a lifelong love of reading is an important task for all teachers, as is promoting a love of the subject. This resource offers a reading list designed to support these aims. Through promoting reading around our subject, it will allow students to develop a wider contextual understanding of the richness of RE and support whole school reading initiatives. This could be through requesting titles be available in the school library, reading within lessons, or building an RE library.

- Aims:**
- Encourage a love of RE
 - Support whole school literacy initiatives
 - Develop a love of reading
 - Support exploration of RE beyond the classroom
 - Develop greater cultural capital

Book title and author is given alongside suggested reading age. However, it is important to note that the age suggestion is based on the publishers information and it is therefore still important for the teacher to ensure that this is suitable for the child and class the book is used with.

A visit to the Vedic Temple in Southampton:

A visit by a group of primary school teachers and members of the Hampshire RE Team took place in November 2023. This aimed to support the development of subject knowledge and to explore the potential to bring students on visits to the place of worship. There are a number of medium-term plans available for free on the Hampshire RE Moodle exploring Hindu faith traditions alongside resourced packs to purchase from the RE Centre and artefact boxes to use in conjunction with these plans. To support the use of these materials, visiting a place of worship yourself can boost subject knowledge and confidence prior to teaching.

During the visit, teachers were able to tour the Temple, followed by a talk explaining its significance and context. The chance to ask questions was a great opportunity to find out more and ask anything linked to upcoming teaching and units. As the group were allowed to take pictures and videos, this also provided a source of additional resources for use in school as part of lessons and displays. The group were privileged to witness the daily arti ceremony. This allowed a real experience of the content being taught to children and so has the benefit of giving more confidence, and context to what we are doing in the classroom. Pre-visits can be used for this dual purpose as they are an important part of planning a school visit, but also have the benefit of supporting educators' work.

Developing these links within the local community supports us all and is welcomed by many places of worship in the area. Fostering a sense of identity and belonging as part of the school and wider community can be incredibly beneficial, and visits can support this for both teachers and children.



HIAS MOODLE+ RESOURCE

Teaching About Sikhi Faith Traditions

A list of books and online resources for use in Primary Schools

Chris May
November 2024
1.04.2025

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Reading in Primary RE

This resource explores the importance of promoting a love of reading in primary RE. To support this, a reading list for a selection of different faith traditions is provided, including both non-fiction and fiction titles.

Using visits to support teaching and learning in primary school

Guidance and suggestions for incorporating visits to places of worship is offered, along with an example visit checklist and the benefits of using visits to places of worship as part of the RE curriculum.

Teaching about Sikhi faith traditions

This article provides a range of resources to support the teaching of Sikhi faith traditions. It includes suggestions for websites, clips and books to help with the planning and resourcing of a unit of work on the Sikhi faith.

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

HIAS MOODLE+ RESOURCE

Hampshire Services

Significant location in the Synagogue The Torah scroll is kept in a special place called the Ark. This is the focal point of the synagogue (the Jewish place of worship outside the home).	Significant ornamentation The Torah scroll is always highly decorated, beginning with a beautifully embroidered coat, often made from velvet. In English is called a mantle. On top of this are a silver breastplate and silver ornamentation frequently made of precious metals. These include crowns on the end of the rollers.	The Torah is written in Ancient (Biblical) Hebrew. Hebrew is written left to right. Torah is treated with tremendous respect. Cut out the cards about the Torah. Stick these into your book in order... Which most clearly shows the importance this has for Jewish people? Explain your top choice.
Significant material to make the scroll The Torah scroll is written on a carefully prepared veal skin from kosher animals.	Reading Orthodox and Reform Jews share a sense of importance for reading a portion of the Torah scroll each week. There are also differences.	
Significant way each Torah scroll is written The Torah scroll is entirely written by hand by a trained person called a scribe. It takes years to train to write and over two years to write from beginning to end and must contain no mistakes.	Perfect The Torah scroll cannot contain any mistakes. As soon as two words become illegible, the scroll cannot be used any more. Old scrolls are not just thrown away but given a formal burial.	
The Yad The Torah scroll cannot be touched by hand. It is read with a silver pointer called a yad.	Procession When the Torah scroll is taken out of the Ark for community prayers it is commonly paraded around the synagogue. In Orthodox Judaism this communal reading requires 10 men to be present.	

Hampshire County Council

'Torah' cycle

This resource contains ideas for planning a cycle of enquiry around the concept of 'Torah'. It contains suggested activities and resources to support the teaching of this topic within a unit on Jewish faith traditions.

HIAS MOODLE+ RESOURCE

Hampshire Services

Tradition

Planning ideas for a KS3 Cycle on 'Tradition' within Jewish faith traditions.

Chris May (Adapted from a resources produced by Patricia Hannam)
January 2024
Final version

© Hampshire County Council

Hampshire County Council

'Tradition' cycle

A second cycle of enquiry on the concept of 'Tradition' offers suggested planning, activities and resources to support the teaching of a unit of work on Jewish faith traditions.

HIAS MOODLE+ RESOURCE

Hampshire County Council
Improvement and Advisory Service

Using Pupil Voice in Secondary RE

Why use pupil voice? How to use it effectively

Using pupil voice in Secondary RE

This resource provides background context to the importance of using pupil voice in RE. Additionally, it offers practical advice and strategies for using pupil voice effectively.

Coming soon to Moodle+...

For both primary and secondary RE, we will be adding resources to further support planning and leading RE. This will include checklists and strategies to support particular areas of subject leadership and new example planning and resources. Upcoming resources will include:

- How to create an effective long-term curriculum plan for primary RE.
- New to leading RE in the primary phase? Advice including a subject leader checklist will aim to support those new in this role.
- Using scholarship in secondary RE. This resource will explore how scholarship can be included and used effectively within the Inquire and Contextualise steps of the cycle.
- How Key Stage 3 RE can support whole school SMSC provision.

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

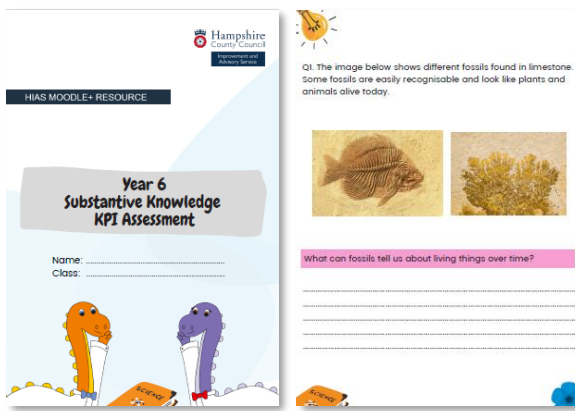
Science

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

These resources will include:

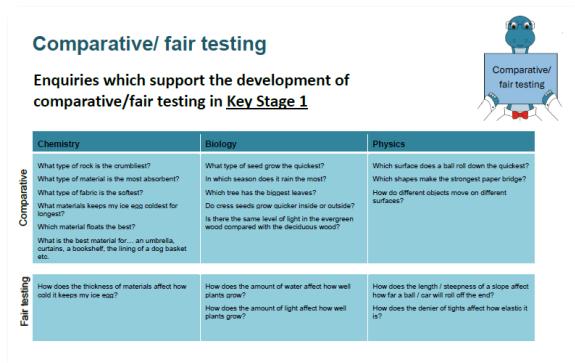
- A range of evidence informed materials to support effective curriculum planning.
- High quality, evidence-based examples, activities and other ideas for teaching science.
- Practical advice and guidance for teaching children and young people who experience emotional and behavioural barriers to learning.
- 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...



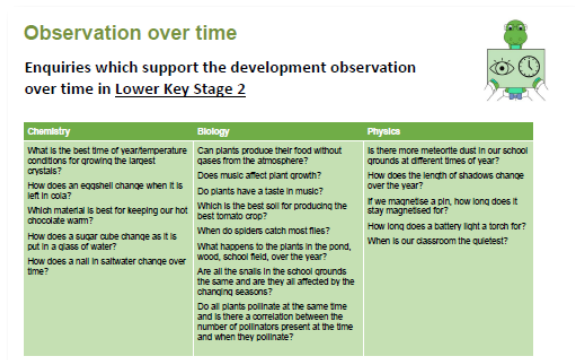
Year 6 Substantive Knowledge KPI assessment booklet

This booklet, along with the Disciplinary Knowledge KPI assessment booklets, will support teachers to review all the required aspects within the teacher assessment science content framework at the end of Key Stage 2 and will support them with an opportunity to accurately assess pupils learning over time in science.



Scientific enquiries – comparative and fair testing guidance and posters for Key Stage 1 and 2

This document offers guidance on comparative and fair testing – one of the scientific enquiry types stated in the National Curriculum. In this guidance, the difference between comparative and fair testing is explored and a list of enquiries which support the development of both are shared for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Accompanying this, is a set of posters that could be used in the classroom with the pupils to highlight the disciplinary skills used within this enquiry type.






Scientific enquiry – observing over time guidance and posters for Key Stage 1 and 2

This document offers guidance on observing over time – one of the scientific enquiry types stated in the National Curriculum. This guidance will give you ideas of how observation over time can be woven into units of work currently studied in your curriculum or can be the focus of a sustained enquiry over a longer period. Accompanying this, is a set of posters that could be used in the classroom with the pupils to highlight the disciplinary skills used within this enquiry type.

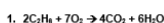
A taster of what is available on Moodle+ Secondary...

Section 3 – Internal Energy

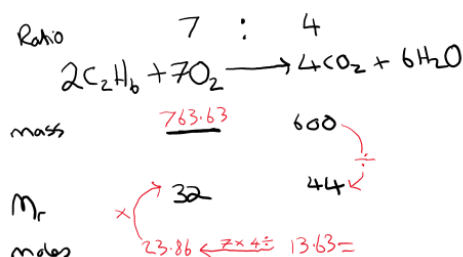
melting ice	warming water	boiling water
Temperature change: a) increase b) decrease c) remains constant	Temperature change: a) increase b) decrease c) remains constant	Temperature change: a) increase b) decrease c) remains constant
Particle picture 	Particle picture 	Particle picture 
What is happening to the kinetic energy store? a) increases b) decreases c) remains constant	What is happening to the kinetic energy store? a) increases b) decreases c) remains constant	What is happening to the kinetic energy store? a) increases b) decreases c) remains constant
What is happening to the potential energy store and why? It is increasing because the substance is changing from a solid to a liquid.	What is happening to the potential energy store and why? It remains constant as there are no state changes.	What is happening to the potential energy store and why? It is increasing because the substance is changing from a solid to a liquid.

time (min) →

We do 3



- a) What mass of oxygen is required to fully react with ethane to produce 600g of Carbon dioxide?



HIAS Science - Tracking Disciplinary Knowledge Key Stage 4

Main Disciplinary Knowledge Category	Disciplinary Sub-Category	Explicit instruction or practice on this aspect of disciplinary knowledge									
		Year 10					Year 11				
Knowledge of Scientific methods	Developing scientific models										
	Critical thinking in science										
	Classification										
	Hypotheses development and predictions										
	Pattern seeking										
	Variables including control										

Coming soon to Moodle+...

For primary, we will be adding resources on Scientific enquiries – using secondary sources guidance and posters for Key Stage 1 and 2, as well as pattern seeking guidance and posters for Key Stage 1 and 2.

For secondary, we will be uploading resources on effective models for teaching electricity from Key Stage 3-4, and preparation for GCSE exams – focusing on disciplinary knowledge, required practicals and 6-mark questions.

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

Shed loads of practice (SLOP) booklets

New SLOP booklets have been uploaded which include plenty of questions and answers covering topics in AQA physics and biology, to complement our existing AQA chemistry SLOP booklets.

A method and resource for teaching and mastering reacting masses in GCSE quantitative chemistry

This resource provides a framework for all the steps required and can be used when working out limiting reactants. It includes various examples and follows the *I do, we do, you do* methodology. There are also a range of practice questions for pupils to attempt independently.

Disciplinary knowledge trackers

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.

Special Educational Needs

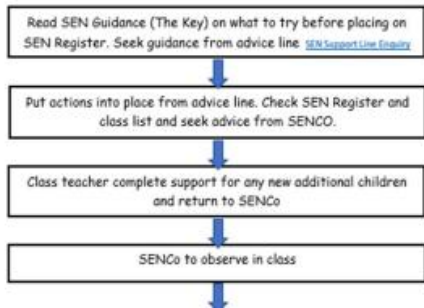
On Moodle+ you will find a variety of resources created by the HIAS SEND team to support the improvement of teaching and learning of pupils with SEND. Our intention is to offer resources that support schools to continually improve outcomes for learners and remove barriers to learning as well as supporting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

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

SEN Register Flow Chart

Initial step – Phone the SEN advice line, speak to previous teacher and SENCO. Often looking at transitions or addressing current issues as part of the universal offer can solve any problems.

SEN Register Flow Chart



SEN register flow chat

This document contains an example of a SEN support flow chart for the identification and support of pupils with SEND.

Alternative Methods of Recording

Images

- Making posters
- Drawings/diagrams
- Making a 2D or 3D display
- Video recording
- Digital photo spreads
- Story mapping/story boards
- Cartoon strip
- Aided language boards

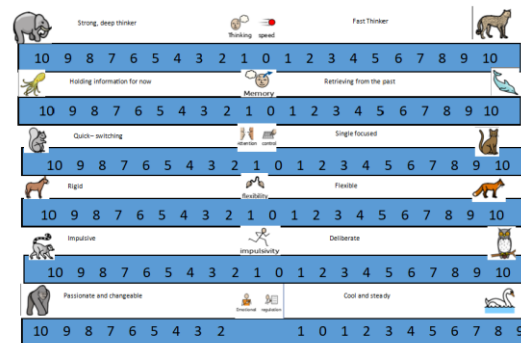
ICT

- Word processing with on-screen word grids
- Use of specialist keyboards and switch devices for computer access
- Shape, graph and table templates; related software for mathematical recording; use of a calculator
- Predictive or voice-operated word processing software
- QR code links to pictures or videos of pupil work

Alternative methods of recording

This resource outlines a range of strategies for alternative methods of recording that can be used to support pupils to show their learning and understanding.

Strength based approach to executive function skills



Strength based approach to executive function skills

A resource to investigate the executive functioning skills of pupils through a strength based approach.

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

HIAS MOODLE+ RESOURCE

Hampshire Services
HIAS SCHOOL IMPROVEMENT

How do we spot working memory difficulties?

Those who have working memory difficulties could have problems with:

- Following instructions
- Reading and/or spelling
- Reading comprehension
- Place keeping in sentence writing
- Arithmetic
- Answering a question after raising their hand
- Listening - appearing to have a 'short attention span' or to 'not listen'.

How do we spot working memory difficulties?

This document contains ideas and things to consider in order to support working memory difficulties in the classroom.

SEND Pupil Passports

What is a pupil passport?
A pupil passport is used to tell teachers information about a SEND child. It includes information about the child such as their strengths, difficulties and supportive strategies and approaches.

What does a SEN pupil passport include?
A SEND pupil passport should include any information that a teacher needs to know in order to fully support a SEND child in their class, such as:

- individual needs
- likes and dislikes
- goals and aspirations

Who writes a pupil passport?
Pupil passports are usually updated in a process which involves input from the parents, teachers and the child. The purpose of the pupil passport is to enable the child to communicate their own learning needs and preferences, including:

- what they want the teacher to be aware of
- what they find difficult
- what they would find useful to support themselves and their learning

SEND pupil passports

This resource has example templates for pupil passports.

HIAS MOODLE+ RESOURCE

Hampshire Services
HIAS SCHOOL IMPROVEMENT

Classroom Adaptions to Develop Independence

1. Provide students with opportunities to self-reflect
Self-monitoring depends on establishing goals and receiving feedback from others and from yourself. You can encourage your pupils to self-monitor by helping them develop their use of self and peer assessment to see whether the strategies they were using were effective for achieving learning goals. Building these opportunities in also supports pupils to develop expectations for their own learning and recognise when they can be more ambitious.

2. Use questioning as scaffolding to independent learning
The teacher must develop expectations of the pupils alongside effective classroom practice by asking higher order, open-ended questions, responding flexibly to students' responses to promote thinking, problem-solving skills and deepen understanding.

Classroom adaptions to develop independence

This resource has ideas for ways to promote and develop independence in your classroom and tips for encouraging pupils to become independent learners.

Coming soon to Moodle+...

We will be uploading primary resources on supporting staff wellbeing, and adaptations to support SEND children in PE and playground games. New secondary resources include SENCo support request and intervention tracker templates.

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

Primary

Planning

African Life KS2 Scheme of Work
 American Artist Year 6 Scheme of Work
 An Arctic World
 Anni Albers
 Anni Albers – the work of a craftsperson Scheme of Work
 Angels KS1
 Architects
 Art and Multiplication KS2 Scheme of Work
 Climate Change Primary Scheme of Work
 Colour and Shape KS1 Scheme of Work: An Art and Maths Project
 Crafty Ideas – using ephemera and fusible fibres to create collage, responding to the work of Liaqat Rasul
 Crazy for clay
 Crazy for clay – EYFS
 Crazy for clay KS2 Years 3 and 4
 Creatures KS1 Scheme of Work
 Cultures and drawing – Year 3 and 4
 Ephrem Kouakou
 Everyday drawing using inks Years 5 and 6
 Exploring painting Years 5 and 6
 Front cover for a Year 1 and 2 project: Investigating Form including drawing, painting, and sculpture
 Frozen: Art responding to an Arctic World
 Geometric patterns and collage KS2 scheme of work
 Graffiti KS2
 Investigating Form – using Mod Roc
 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
 Magical Printing – combining monoprinting with inks and pastels and responding to the work of artist Lubaina Himid – KS2
 Magical Printing – using pastel monoprinting to look at the human figure and to respond to the artwork by Christopher Corr
 Make do and mend textiles KS1

Marvellous marbling using marbling inks – A scheme of work for KS2 – Years 5 and 6
 Marvellous marbling using shaving foam KS1
 Monsters Years 3 and 4
 Nature and textiles
 Painted Papers
 Painted Papers Scheme of Work
 Pirates – An Early Years' EAD Project
 Planning Art Enrichment
 Plants and Recycling KS2 Scheme of Work
 Recycling sculpture: creating an untitled piece of artwork
 Recycling sculpture KS1 Scheme of Work
 Sculptural Journeys Year 5 Scheme of Work
 Sculpture Scheme of Work Years 1 and 2: Something about 3D
 Sequencing in collage
 South America KS2 Scheme of Work
 Space and Planets
 Stone Age KS2
 Superheroes Scheme of Work

Knowledge organisers

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

Literacy

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

Sketchbooks

Sketchbook pages
Sketchbook pages – sharing a learning journey about Explorers
Sketchbook pages – sharing a learning journey
Ways of using sketchbook

Assessment and progression

American artist assessment scheme
Art assessment (investigating painting)
Art assessment for sculpture Years 1 and 2
Art assessment sculpture – Year 5
Assessment considerations Years 1 and 2: something about 3D
Assessment guide – geometric patterns and collage
Crazy for clay KS2 Years 3 and 4 assessment
Drawing, painting, printing progression of skills ks1
KS1 self-evaluation guide
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
Learning journeys
Monitoring art provision in a primary school
Pupil voice interview prompts
Sequencing in sculpture
Three Knowledge areas in art, craft and design subject review (Ofsted 2023)

SEN and Art

Task plan templates

Art and Geography

Ideas for icy landscapes

Secondary

Planning

500 years of Leonardo da Vinci KS3/4
 Alma W Thomas Scheme of Work
 Anni Albers: The Work of Craftmaker Year 8 Scheme of Work
 Art – Althea McNish
 Art – Composition – Mary Fedden
 Art exam plan – planning for the ten-hour exam
 A Scheme of Work for KS3/4 – responding to artist Anna Wright
 Art themes and related artists
 Art – Year 11 – Exam Checklist
 Bug Insects – KS3 Scheme of Work
 Climate Change KS3 Scheme of Work
 Climate Crisis and Endangered Species – Year 8
 Craft Makers
 Create a landscape inspired by an artist using photoshop
 Creating an Onomatopoeia poster
 Dame Barbara Hepworth Sculpture park
 Elements Year 7 Starter Scheme of Work
 Everyday Forms KS4
 Exam expectations in Art and Photography GCSE
 Flat pack animal KS3/4
 Gargoyles – A Year 7 art, craft and design scheme of work
 Guidance for externally set assigned art GCSE presentation
 Habitats: The Wonder Garden – A Year 7 starter project
 Journeys – investigating Assemblage
 Landscapes KS3 Scheme of Work
 Long-term Overview KS3/4
 Lottie Jackson-Eeles Scheme of Work
 Making a book
 Making a sandwich sketchbook
 Making Mobiles
 Mali Morris Scheme of Work
 Memories: Investigating Collage
 Memories: Investigating Collage KS3/4
 Natural world
 Objects – A Year 8 project inspired by Michael Craig-Martin
 Organisms – KS4 Scheme of Work
 Photoshop Shortcuts
 Planning for your final piece in your Art and/or Photography GCSE
 Possessions KS4
 Pop Art and Onomatopoeia
 Progression and sequencing in your art curriculum
 Protecting the planet KS3/4

Sarah Macdade Scheme of Work
 Sculpture and Architecture KS4 checklist
 Sepia – KS3 Photography
 Starting Points (Scheme of Work/Project Inspiration)
 The Life of Vinyl – examining Art and Music Scheme of Work
 Tim Wallace model car photography
 Tools – A scheme of work for Key Stage 3 or 4
 Using Photopea
 Year 6/7 Photography Botanicals
 Zentangle nets KS3-4

Leadership and management

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

Literacy

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

Assessment and progression

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

Sketchbooks

Example of an Art, Craft and Design sketchbook

Artists, craftsmakers, designers

Artist list

Summer 2021 Assessment Guidance

HIAS Summer 2021 Assessment Guidance

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

Hampshire Assessment Model Resources

Hampshire Assessment Materials – Notes for Guidance

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

May 2021 Update

Mathematics Resources

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

Year 5 Milestone3 V5 Word Doc Assessment Sheets May 2021

Hampshire Assessment Model Year 6 Maths – SIM update

Year 6 Milestone3 V5 Word Doc Assessment Sheets May 2021

English Resources

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

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

Hampshire Assessment Model Tracking Spreadsheets

Tracking spreadsheets

HIAS New Primary Curriculum Assessment Benchmark Software – 2019 guidance notes

Primary Assessment Tracker – Year 2 2023-24

Primary Assessment Tracker – Year 6 2023-24

Primary Assessment Tracker – Year 1,3,4,5 2023-24

Curriculum Objective Tracking

English objective tracking all years

Maths objective tracking all years

SEN Tracking Documents

SEN Assessment Tracker – updated

SEN Assessment Tracker – blank updated

SEN tracker summative – blank

SEN tracker summative

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

Principles and Practice

Maths

English

Lessons Learned

Hampshire Assessment Model SIMS Resources

Hampshire Assessment Phase Models

Maths assessment phase models by phase

Y1 Milestone 1-3 Assessment Sheets May 2021

Y2 Milestone 1-3 Assessment Sheets May 2021

Y3 Milestone 1-3 Assessment Sheets May 2021

Y4 Milestone 1-3 Assessment Sheets May 2021

Y5 Milestone 1-3 Assessment Sheets May 2021

Y6 Milestone 1-3 Assessment Sheets May 2021

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 Spreadsheet

Primary

Flow of control

FlowOfControlCountControlled
FlowofControlForever
FlowofControlConditionControlledLoop

UKS2 Micro:bit Introduction Activity PRIMM

microbitintroPRIMM
microbitintroductionmarksheet

UKS2 Firework Loops Scratch PRIMM Resources

fireworkloopsUKS2Moodle+
fireworkloopsAnswersMoodle+

Python Turtle Support Sheet

Python Turtle Primary Support Sheet.pdf

Additional Needs - Primary

Additional needs – Primary

Spreadsheets Planning Google Sheets

Spreadsheet planning

Module resources

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

Year 1 Keyboard Planning IT and DL

Year 1 Keyboard Planning
Year 1 Keyboard Assessment
Keyboard layout

Year 1 Keyboard

caps
line
mistakes
spaces

IT Greenscreen Planning & Assessment Y4+

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

Greenscreen Videos

exportGreenscreenPicOrVideo
MultipleObjectsOnTimeline
newGreenscreenVideoForegroundPictureBack
trimTimeline

Greenscreen Media

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

IT Presentation 'PowerPoint or Google Slides' LKS2 Planning

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

Presentation Media Templates

Compare slides
Roman Legacy
Which slide layout

Presentation Media Videos

Animations
imagemanipulation
insertimages
Modes
Themes
Transitions
whichlayout

Google forms for assessment examples

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

NCCE Pupil conferencing slide prompts KS2

NCCE pupil conference slides

IT DL Keyboard Knowledge Retrieval Practice Activities

HIAS retrieval practice keyboard KS1

IT Word processing 'Word or Wordpad' LKS2

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

Word processing Resources

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

IT Spreadsheets 'Google Sheets'

Google Sheets Animated GIFs overview

Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

Google Sheet Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

IT Knowledge Breakdown 'Declarative, Procedural, Conditional'

Knowledge taught and knowledge assessed

Desktop publishing knowledge
Green screen knowledge
Keyboard knowledge

Presentation media knowledge
Spreadsheet knowledge
Stop motion animation knowledge
Survey building knowledge
Web research knowledge
Website building knowledge
Word processing knowledge

CS IT DL KS1 Computing Knowledge

KS1 Computing Knowledge

IT Word processing 'Google Docs'

Google Docs Animated GIF Overview

Google Doc Animated GIFs

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

IT Presentation Media 'Google Slides'

Google Slides Animated GIFs Overview

Google Slides Animated GIFs

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

IT Word processing 'Microsoft Word'

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

IT Spreadsheets 'Google Sheets'

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

CS Programming 'Scratch'

Conditional Selection
Simple Variables
Boolean OR
Boolean AND
Boolean NOT

Learning Platform 'Google Classroom'

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

Word Processing Videos

Basic WP Skills Overview

Basic Word Processing Skills Video Help Files using Word Pad

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

Intermediate Word Processing Skills Using Microsoft Word Video Help Files

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

IT Pedagogy 'Connectivism'

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

CS Pedagogy

USE MODIFY CREATE
PRIMM
Coverage and Progression
Cognitive Load in Computing

DL File Systems 'Google Windows'

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

IT Green Screen

Green Screen

DL Online Safety 'Review'

Primary Online Safety

IT Stop Motion

Stop Motion Animation

IT Video Capture & Edition

Video Capture and Editing

KS2 Computing Science Programming Knowledge

KS2 Computing Science Knowledge

Secondary

Flow of control

FlowOfControlCountControlled
FlowOfControlForever
FlowOfControlConditionControlledLoop

KS3 Micro:bit Introduction Module

microbitintroPRIMM
microbitintroductionmarksheet

KS3 Firework Loops Scratch Module

fireworkloopsKS3
fireworkloopsAnswers

KS3 Nested Loops Microbit Neopixel Resource

NestedLoopsNeoPixel
NestedLoopNeopixelVideoAnswers

Python Turtle Support Sheets

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

Additional Needs in Computing

Additional Needs – Secondary

Sharing Scratch Links videos for LKS3 pupils

Sharing scratch projects
scratch_copy_link_paste_to_learning_platform

IT KS3 Presentation media videos

whichlayout
insertimages
Themes
Modes
imagemanipulation
Transitions
Animations

IT Google Sheets

Google Sheets Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

IT Google Sheets Animated GIFs

Google Sheets Animated GIFs overview

Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

IT Google Docs Animated GIFs

Google Docs Animated GIF Overview

Google Doc Animated GIFs

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

IT Google Slides Animated GIFs & Piskel Video Help

Piskel support videos

piskel_colour_palette
piskel_frames
piskel_moretools

Google Slides Animated GIFs

gslide_duplicate_slide
gslides_add_image_web
gslides_add_shape
gslides_addtextbox.
gslides_change_layout
gslides_delete_slide
gslides_duplicate_slide
gslides_grid_view
gslides_present_slides

gslides_transitions
slides_add_slide
slides_change_theme

IT Google Sheets

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

CS Handling Data Google App Script

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

IT Wordprocessing video help files

Basic WP Skills Overview

Basic Word Processing Skills Using Word Pad Video Help Files

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

Intermediate Word Processing Skills Using Microsoft Word Video Help Files

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

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

Developing risk taking and innovation in designing

An Introduction

Developing risk taking and innovation in designing - an introduction

Dinosaurs Lair

Developing risk taking and innovation in designing - Dinosaurs Lair

Dinosaurs Lair cards and teachers notes

Dinosaurs Lair design activity instructions

Extending the Range

Developing risk taking and innovation in designing - extending the range

Extending the range – design activity instructions

Pencil Sharpener

Developing risk taking and innovation in designing – Pencil sharpener

Pencil sharpener design activity instructions

PMI

Developing risk taking and innovation in designing - PMI

PMI design activity instructions

PMI Worksheet

Random Word Linking

Developing risk taking and innovation in designing – random word linking

Random word linking design activity instructions

4x4

4x4 design activity instructions

Developing risk taking and innovation in designing 4x4 design primary

D&T Assessment Resources

General Documents

Oral Frames

48 Ideas for Plenaries

Key Learning in D&T Overview (EYFS)

Key Learning in D&T Overview (EYFS - KS1)

Key Learning in D&T Overview (KS1)

Key Learning in D&T Overview (Early KS2)

Key Learning in D&T Overview (Late KS2)

Key Stage 1 Subject Audit

Key Stage 2 Subject Audit

Curriculum planning KS1 and KS2

Curriculum planning

D&T KS1 and KS2 curriculum tracking

KS1 and KS2 curriculum tracking

KS1 and KS2 curriculum tracking document

KS1 and KS2 curriculum tracking overview

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

Example long-term plan for KS1 and KS2

Secondary

Developing risk taking and innovation in designing

An Introduction

Developing risk taking and innovation in designing - an introduction

Dinosaurs Lair

Developing risk taking and innovation in designing - Dinosaurs Lair

Dinosaurs Lair cards and teachers notes.doc

Dinosaurs Lair design activity instructions

4x4

4x4 Design activity instructions

Developing risk taking and innovation in designing 4x4 design primary

Extending the Range

Developing risk taking and innovation in designing - extending the range

Extending the range – design activity instructions

Random Word Linking

Developing risk taking and innovation in designing – random word linking

Random word linking design activity instructions

PMI

Developing risk taking and innovation in designing - PMI

PMI design activity instructions

PMI Worksheet

Pencil Sharpener

Developing risk taking and innovation in designing – Pencil sharpener

Pencil sharpener design activity instructions

Health and Safety Resources

CLEAPSS risk assessment applicability and curriculum audit

Food Technology Resources

KS3 Food Technology

A framework of skills and knowledge around food KS3

Bacteria and Storage and preservation of food

Cover lesson – design a healthy lunch box

Food Poisoning – a lesson

Introduction to soup

Food Poisoning Top Trumps

Traditional British Food

Vitamins

KS4 Food Preparation and Nutrition

A framework of skills and knowledge around food KS4

Bacteria and Storage and preservation of food

Food Poisoning – a lesson

Food Poisoning Top Trumps

Command Words for KS4 GCSE Food Preparation and Nutrition

KS4 Level 1/ 2 Hospitality and Catering

Bacteria and Storage and preservation of food

Food Poisoning – a lesson

Food Poisoning Top Trumps

Level 1 and 2 Hospitality and Catering revision resource

Classroom Display Resources

Equipment Posters for Food Technology

Food Technology Poster

Assessment/Planning/Feedback

Feedback sheet for Food Technology

Practical progress log

Desired Impact in Food Technology

Design 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

SEN Support

SEND Best Practice

SEND Best Practice Guide – English

Reading - developing effective teaching and planning

SATs Revision Guide Year 6

Resources

Editing slide for discussion template
Updated SATs Revision Guide

Key documents available in Open Resources

Whole school reading audit Sept 2022

Reading audit from Open Resources

Phonic readers and book band guidance

Phonic readers and book band guidance from Open Resources

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

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 – Year 1 autumn term – updated summer 24

The Storm Whale – Year 1 spring term – updated summer 24

Oliver's Vegetables – Year 1 summer – updated summer 24

The Three Little Pigs and the Big Bad Book – Year 1 summer

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 – Flashlight by Lizi Boyd

Year 1 – UFO Diary by Satoshi Kitamura Owen

Year 2

How to Wash a Woolly Mammoth – Year 2 autumn – new format

The Lion and the Mouse – Year 2 summer – updated summer 24

Pattan's Pumpkin – Year 2 summer

Little Red Riding Hood by Lari Don

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)

Lower KS 2

Lower Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

Year 3 units

Arthur and the Golden Rope – Autumn term

Interview with a Tiger & Other Clawed Beasts Too – Y3 autumn - updated summer 24

The Night Box – Y3 autumn – new format

The Tin Forest – Y3 autumn – updated summer 24

The Barnabus Project – Y3 Spring Term – NEW summer 24

Charlotte's Web

The True Story of the 3 Little Pigs

Year 4 units

The Boy Who Lost His Spark – Year 4 spring (NEW)

We Travel So Far – Y4 autumn – updated summer 24

Leon and the Place Between – Y4 autumn – new format

The Street Beneath My Feet - Y4 Spring Term - NEW summer 24

Race to the Frozen North - Y4 summer - updated summer 2

The Promise - Y4 spring - updated summer 24

Greenling - Yr4 autumn - updated autumn 2

It Starts with a Seed

Harry Potter Chamber of Secrets

Upper KS 2

Upper Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

Year 5 units

Goodnight Stories for Rebel Girls – Y5 Spring Term – updated summer 24

Pandora Discovered (video) – Y5 Autumn Term – updated summer 24

The Crown – Y5 spring – NEW summer 24

Son of the Circus – Y5 summer – NEW

Gravenhunger

The Lost Thing and The Red Tree by Shaun Tan

Dulce Decorum Est

The Island

Year 6 units

Real-Life Dragons and their Stories of Survival – Y6 Autumn Term – NEW summer 24

King Kong – Y6 Autumn Term – updated summer 24

The Alchemist's Letter – Y6 spring – NEW summer 24

The Happy Prince – Y6 spring – NEW summer 24

The Errand

The Lady of Shalott

Macbeth

The Three Little Pigs (film)

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

Progression in writing

Progression documents

Writing progression

Modelled, shared and guided writing

Modelled, shared and guided writing sequence prompts

Video

Modelled, Shared and Guided Writing 2024-25

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

Inclusive Phonics Practice: Guidance Materials

1. Inclusive Phonics Practice – Guidance Materials – June 23
2. Inclusive Phonics Culture SEF Questions Introduction to Phonics Introduction to Phonics Phonics Video – Cadland Primary School – May 23 Phonics Video – Wildground Federation – May 23 Phonics Video – Poulner Infant School – May 23 Phonics Video – Marnel Community Infant School – Oct 23

Phonics in action: 1-to-1 reading

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

HIAS spelling progression

Example Progression Year 1-6

- HIAS Spelling Progression – updated autumn 24

Diagnostic Spelling Assessment

Ben's Cat Assessment Resources

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

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

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 Essentials

- Spelling Essentials Years 1 to 6

Effective assessment in English

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

KS1 STA collections

KS2 STA collections

Internal assessment (including HAM materials and exemplification)

Updated HAM English documents

HAM Version 6 updated July 21

Hampshire Assessment Model Reading Y1-6

Hampshire Assessment Model Writing Y1-6

Version 6 updates summary

Version 5

HAM Writing Documents Yrs 1-6

HAM Reading Documents Yrs 1-6

HIAS Reading beyond ARE

Year 1

Reading – Beyond ARE – Ivy
video

Year 3

Reading – Beyond ARE – Stephanie
Video

Year 4

Reading – Beyond ARE – Elodie
Video

Year 5

Reading – Beyond ARE – Emily

Reading – Beyond ARE – Rose

Video – Rose

Video – Emily

HIAS Writing Beyond ARE

Year 1

Writing – Beyond ARE – Nate

Writing – Beyond ARE – Ivy

Year 3

Writing – Beyond ARE – Ellen

Writing – Beyond ARE – Ava

Year 4

Writing – Beyond ARE – Cerys

Writing – Beyond ARE – Leila

Year 5

Writing – Beyond ARE – Emily

Writing – Beyond ARE – Rose

HIAS Writing Expected Standard

Year 1

HAM Writing Exemplification – Isabel

Year 2

NEW – Year 2 – HAM Writing Exemplification – Pupil A

NEW – Year 2 – HAM Writing Exemplification – Pupil B

Year 3

HAM Writing Exemplification – Samuel

HAM Writing Exemplification – Eva

Year 4

HAM Writing Exemplification – Elizabeth

HAM Writing Exemplification – Michelle

Year 5

HAM Writing Exemplification – Amelie

HAM Writing Exemplification – Andrew

HIAS Reading Expected Standard

Year 1

Year 1 – Eurisa (EAL)

Year 1 – Oliver

Eurisa video clip

Oliver video clip

Year 3

Year 3 – Isla

Year 3 – Katie

Isla video clip

Katie video clip

Year 4

Year 4 – Petrina

Year 4 – Thomas

Petrina video clip

Thomas video clip

Year 5

Year 5 – Caitlin

Year 5 – Deacon

Caitlin video clip

Deacon video clip

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

Primary English Curriculum and Progression

Pen portraits and curriculum priorities

Curriculum Priorities

Writing Pen Portraits and suggested curriculum priorities - NEW!

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

English Subject Leadership

The life of an English subject leader

Analysis and action planning

Post-GCSE Results Analysis

Project-managing Year 11 for GCSE success

The Last Push – 9 weeks to GCSE success

Whole School Literacy

Improving written accuracy

Common-sense principles for improving written accuracy

Reading audit

Secondary Reading Audit

Reading interventions

Reading Interventions

Evaluating impact of reading interventions

Phonics intervention in secondary school

Disciplinary literacy

Disciplinary literacy – reading expectations in different subjects

Understanding reading ages

1 Understanding reading ages – introduction

2 Understanding reading ages – 16-17+

3 Understanding reading ages – 14-15

4 Understanding reading ages – 12-13

5 Understanding reading ages – 10-11

6 Understanding reading ages – 8-9

7 Understanding reading ages – 6-7

8 Understanding reading ages – glossary of reading terms

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

Academic Extension Reading in English

Strategies to build confidence and fluency

Academic Extension Reading in English – classroom reading strategies

Academic Extension Reading in English – vocabulary preparation and clarification strategies

Text structure, sentence grammar and punctuation

The role of explicit teaching at sentence and paragraph level

Underpinning knowledge – addressing gaps in writing knowledge

Securing sentence grammar

Securing straightforward punctuation

Securing paragraphing

Writing and punctuating dialogue

Maintaining and building upon KS2 writing standards

Creating cohesion in narrative writing

Using the senses in narrative writing

Critical writing at sentence level

Critical writing sentences – sentence expanding

Critical writing sentences – sentence combining

Degrees of certainty in critical writing

Killgallon's sentence composing strategies

Sentence Imitation

Sentence Unscrambling

Sentence Combining

Sentence Expanding

Curriculum Design

12 principles for secondary English curriculum design

Secondary curriculum design series

Part 1: Literary heritage, cultural capital, representation, and knowledge in English

Part 2: English Language in the KS3 curriculum

Part 3: Progression principles in English curriculum design

Part 4: Pitch and expectations in English at KS3

Part 5: Pedagogy for English

Explicit Vocabulary Teaching

Ideas and strategies for teaching vocabulary

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

Morphology

Understanding morphology

Etymology

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

Developing Critical Writing

Introduction

Introduction to progression in critical writing

Expectations of written responses to texts in Year 6

Expectations in Year 6

Starting to write critically in Year 7

Developing critical writing in Year 8

Writing critically by the end of Year 9

Polishing critical writing for high attainment at KS4

Critical writing at KS4

Progression in assessment of critical writing

Assessment of and through critical writing

KS2-3 Transition

Academic Transition

A Guide to Supporting Academic Transition
Journey through the Key Stages

Writing progression across primary

Primary writing progression guidance

Building on the familiar in early Year 7

KS3 Curriculum, Assessment and Resources

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

KS3 Writing Curriculum

KS3 Writing Curriculum Decision Prompts
Elements of narrative writing at KS3

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

Accessing top grades

Why is it not a Grade 7?
Exploring language choices

GCSE English Literature

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

Resources

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

KS3 and KS4 Learning Journey Planning

KS3 Planning Guidance

Planning Process

The Island at the End of Everything – Year 7

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

Karl Nova: Rhythm and Poetry - Year 7

Karl Nova Year 7 Learning Journey

Rhythm and Poetry Resources

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

Peer Pressure by Karl Nova

Ray Bradbury Short Stories - Year 9

Ray Bradbury Year 9 Learning Journey

Supporting Resources

- 1) Headlines
 - 2) Marionettes, INC. Business cards
- New Reciprocal Reading Summary Guidance

Key Stage 4 Writing Journeys

Night-Time Writing Journey

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

Identity, Self and Society Writing Journey

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

Fear and Helplessness Writing Journey

KS4 Writing Journey – Fear and Helplessness

Doors to the Unknown Writing Journey

KS4 Writing Journey – Doors to the Unknown

Spelling

Diagnostic Spelling Assessment

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

Resources

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

Quality Texts

KS3 Book Lists

KS3 Book List Non-Fiction
KS3 Book List Novels

Oracy and Spoken Language

Building high-quality oracy in the classroom

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

Action Planning

Resources

Action Planning Examples
Action Planning

Primary

Primary Moodle+ Resources

Leading Geography

An Interpretation of the Geography National Curriculum
Geography Enquiry Approach
Leading Geography in my school
Pupil Survey for Geography
Geography Staff Meeting
What resources does my school need to teach geography
Being 'Ofsted ready'
All things fieldwork – A planning resource for primary geography
Understanding disciplinary knowledge

Medium Term Plans

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

What is the word?

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

Teaching Ideas

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

Retrieval in Geography

Five for Five

Key Stage 1: Where am I?

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

Key Stage 2: Where am I?

Where am I KS2 #1 Naples Italy
Where am I KS2 #2 London UK
Where am I KS2 #3 New York USA
Where am I KS2 #4 Rio de Janeiro Brazil
Where am I KS2 #5 Morocco
Where am I KS2 #6 Russia
Where am I KS2 #7 New Zealand
Where am I KS2 #8 Indonesia
Where am I KS2 #9 France
Where am I KS2 #10 South Africa

Where am I KS2 #11 Peru
Where am I KS2 #12 Tokyo Japan
Where am I KS2 #13 Nepal
Where am I KS2 #14 Las Vegas USA
Where am I KS2 #15 Iceland
Where am I KS2 #16 Moscow Russia
Where am I KS2 #17 Athens Greece
Where am I KS2 #18 Sydney Australia

Assessment

Hinge questions in geography, checking for understanding

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

Reading

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

Locational Geography

Key Stage 1: Where am I?

Supporting children in Key Stage 1 with locational knowledge

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

Key Stage 2: Where am I?

Supporting children in Key Stage 1 with locational knowledge

Where am I KS2 #1 Naples Italy
Where am I KS2 #2 London UK
Where am I KS2 #3 New York USA
Where am I KS2 #4 Rio de Janeiro Brazil
Where am I KS2 #5 Morocco
Where am I KS2 #6 Russia
Where am I KS2 #7 New Zealand
Where am I KS2 #8 Indonesia
Where am I KS2 #9 France

Where am I KS2 #10 South Africa
Where am I KS2 #11 Peru
Where am I KS2 #12 Tokyo Japan
Where am I KS2 #13 Nepal
Where am I KS2 #14 Las Vegas USA
Where am I KS2 #15 Iceland
Where am I KS2 #16 Moscow Russia
Where am I KS2 #17 Athens Greece
Where am I KS2 #18 Sydney Australia

Monitoring

Medium Term Plans

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

Assessment

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

Literacy

What is the word?

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

Reading

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

Leading Geography

Primary Moodle+ Resources

Teaching new geography content

Leading Geography

An Interpretation of the Geography National Curriculum

Geography Enquiry Approach

Leading Geography in My School

Pupil Survey for Geography

What resources does my school need to teach geography

Geography Staff Meeting

Fieldwork Staff INSET Presentation slides

Fieldwork planning slides for INSET

Understanding disciplinary knowledge

Teaching Ideas

Teaching idea #1 – The Local Area

Teaching idea #2 – Continents and Oceans

Teaching idea #3 – Human or Physical

Teaching idea #4 – Similar or Different

Teaching idea #5 – Playing Games with the Atlas

Teaching idea #6 – Identifying in Geography

Teaching idea #7 – Describing in Geography

Teaching idea #8 – Explaining in Geography

Teaching idea #9 – Comparing in Geography

Teaching idea #10 – Evaluating in Geography

Teaching idea #11 – Fieldwork Process and Methods

Teaching idea #12 – KS1 Fieldwork Questions

Teaching idea #13 – KS2 Fieldwork Questions

Teaching idea #14 – Home learning activities

Teaching idea #15 – Supporting pupils with SEND

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

Teaching idea #17 – KS1 work examples

Teaching idea #18 – KS2 work examples

Secondary

Leading Geography

Secondary Moodle+ Resources

7 steps for supporting students with SEND

Leading Geography

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

Teaching Geography

Secondary Moodle+ Resources

- 2024 Tackling Educational Disadvantage in Geography – Frayer Model
2024 Hinge Questions
2023 MTP for Y6-7 transition
2023 Teaching new geography content

Geography Teaching Activities

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

Geography Skills

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

Retrieval Activities in Geography

- 25 points
Five for five
Odd one out activity

EdTech in Geography

- Edtech tools Part 1
Edtech tips and tricks
Edtech tools to support students with SEND

Geography Teaching

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

Where am I?

Where am I KS3 #1 – #9

GCSE

GCSE Skills

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

GCSE AQA

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

GCSE Edexcel B

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

GCSE OCR B

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

Literacy

Vocabulary

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

What are the words?

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

Book Corner

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

Supporting disciplinary literacy

Reading like a geographer

Home Learning

KS3 Homework

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

Primary

Additional History HITS Strategies

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

Documents

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

History film clips and podcasts

Film clips for Key Stage 1
Podcasts for teacher CPD

Planning resources

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

Teaching resources

How does historian David Olusoga use the work of archaeologists to create an account of Roman society?
KS2 lesson example and additional resources
Resources for teaching the Stone Age in Key Stage 2
Resources for teaching the Bronze Age in Key Stage 2
Resources for teaching the Iron Age in Key Stage 2
Teaching about the Windrush generation in Key Stage 1 and 2
Teaching an overview of Ancient Civilisations
Teaching Ancient Greece
Sources and evidence in history
Using stories for remembering in history
Teaching local history

Secondary

Guidance on history leadership

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

Guidance on teaching history

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

Resources for teaching KS3 history

Why is Putin rewriting the history of WWII?

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

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

Bristol Bus Boycott

Bristol Bus Boycott Lesson 2 Resource 1: Did it change Britain forever. Historical significance enquiry

Bristol Bus Boycott Lesson 2 Resource 2: case studies

Bristol Bus Boycott Lesson 2 Resource 3: Progress of other groups

Bristol Bus Boycott Lesson 2 Resource 4: Worksheet

What happened in Bristol during 1963, Bus Boycott enquiry lesson 1 resource 1

What happened in Bristol during 1963, Bus Boycott clues, resource 2

Eleanor of Aquitaine

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

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

Kingdom of Benin

KS3 Curriculum of teaching African Kingdoms from Priestlands School

Lesson 1 How do Historians know about the Kingdom of Benin – worksheet

Lesson 1 How do Historians know about the Kingdom of Benin – teaching resource

Lesson 2 – should the African Kingdoms be returned?

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

Arkwright Lesson Plan

Arkwright Lesson Plan

Hampshire Arkwright Lessons Resources

Teaching the History of the Islamic World

Resource 1 – How did the Silk Roads create a World Wide Web?

Resource 2 – Why was Baghdad the beating heart of the Islamic World?

Resource 3 – Why was Baghdad the beating heart of the Islamic World? Student booklet

Resistance to colonial slavery in Jamaica

Jamaican Resistance Enquiry Teaching materials resource 1 and 2

Black presence in Roman Britain

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

Resources for teaching KS4 history

GCSE paper guides

Hampshire GCSE Paper Student Guides AQA

Hampshire GCSE Paper Student Guides EDEXCEL

Hampshire GCSE Paper Student Guides EDUQAS

Hampshire GCSE Paper Student Guides OCR

Effective revision

GCSE History Revision Ideas

Making Revision Personalised

Revising GCSE Knowledge Content

Primary

Planning and assessment

Hampshire Schemes of Learning Updated 2023

Long Term Maps

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

Long term maps – Year 1-6 mixed class

Medium Term Plans

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

Medium Term Plans – Mixed Year Groups

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

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

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

Year 1 Unit Plans

1.1 – 1.15 Unit Plan

Year 2 Unit Plans

2.1 – 2.15 Unit Plan

Year 3 Unit Plans

3.1 – 3.16 Unit Plan

Year 4 Unit Plans

4.1 – 4.16 Unit Plan

Year 5 Unit Plans

5.1 – 5.18 Unit Plan

Year 6 Unit Plans

6.1 – 6.18 Unit Plan

Faded Scaffolds and Intelligent Practice

Year 1

1.1 – 1.15 Faded Scaffold and Intelligent Practice

Year 2

2.1 – 2.15 Faded Scaffold and Intelligent Practice

Year 3

3.1 – 3.10 Faded Scaffold and Intelligent Practice

Year 4

4.1 – 4.16 Faded Scaffold and Intelligent Practice

Year 5

5.1 – 5.11 Faded Scaffold and Intelligent Practice

Year 6

6.1 – 6.11 Faded Scaffold and Intelligent Practice

Paired Examples

Year 1

Paired example Unit 1.1 – 1.15

Year 2

Paired example Unit 2.1 – 2.15

Year 3

Paired example Unit 3.1 – 3.16

Year 4

Paired example Unit 4.1 – 4.16

Year 5

Paired example Unit 5.1 – 5.18

Year 6

Paired example Unit 6.1 – 6.18

Entry and Exit Tickets

Year 1 – Entry and Exit Tickets

HIAS SoL Year 1 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 1 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 2 – Entry and Exit Tickets

HIAS SoL Year 2 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 2 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 3 – Entry and Exit Tickets

HIAS SoL Year 3 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 3 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 4 – Entry and Exit Tickets

HIAS SoL Year 4 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 4 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 5 – Entry and Exit Tickets

HIAS SoL Year 5 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 5 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 6 – Entry and Exit Tickets

HIAS SoL Year 6 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 6 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Interleaving, Recall and Retrieval

Year 1 – Interleaving, Recall and Retrieval

Retrieval Year 1 Unit 1.1 – 1.15

Year 2 – Interleaving, Recall and Retrieval

Retrieval Year 2 Unit 2.1 – 2.15

Year 3 – Interleaving, Recall and Retrieval

Retrieval Year 3 Unit 3.1 – 3.16

Year 4 – Interleaving, Recall and Retrieval

Retrieval Year 4 Unit 4.1 – 4.16

Year 5 – Interleaving, Recall and Retrieval

Retrieval Year 5 Unit 5.1 – 5.18

Year 6 – Interleaving, Recall and Retrieval

Retrieval Year 6 Unit 6.1 – 6.18

Connect4Maths – Primary

Year 1 – Connect4Maths

Connect4Maths Unit 1.1 – 1.15

Year 2 – Connect4Maths

Connect4Maths Unit 2.1 – 2.15

Year 3 – Connect4Maths

Connect4Maths Unit 3.1 – 3.16

Year 4 – Connect4Maths

Connect4Maths Unit 4.1 – 4.16

Year 5 – Connect4Maths

Connect4Maths Unit 5.1 – 5.18

Year 6 – Connect4Maths

Connect4Maths Unit 6.1 – 6.18

Year 6 SATs Preparation Resources

Year 6 SATs Preparation Resources – 2025

Year 6 Week 1-15 revision_2024 SATs anchor tasks

Reasoning and Intelligent Practice Tasks

Year 6 Week 1-15 reasoning task

Year 6 SATs Preparation Resources – 2024

Year 6 Maths Revision Plan 2024

Year 6 Weekly Revision SATs tasks 2024

Year 6 Week 1-15 revision_2023 SATs anchor tasks

General Resources

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

Year 6 Developing Reasoning

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 Guidance Document – Using a bar model to solve problems involving fractions

Helping pupils to understand the concept of ‘scaling’

Year 6 Guidance Document – Integers

Year 6 Guidance Document – Decimals

Year 6 SATs Preparation Resources – 2023

Year 6 Maths Revision Plan 2023

Year 6 SATs revision overview

Year 6 Weekly Revision SATs tasks 2023

Year 6 Week 1-14 revision_2022 SATs anchor tasks

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 Week 1-14 revision_2019 SATs anchor tasks

Year 6 Revision Plan 2022 with RTP criteria

Year 6 Weekly Revision Variation Examples – 2022

Year 6 Week 1-14 revision_variation example

Year 2 Assessment Guidance – Spring and Summer

Hampshire Assessment Model

Year 1-6 Milestone3 Assessment Sheets May 2021

Planning Templates

Planning a unit of work – revised

Revised Planning a Unit of Work

Developing Maths through a Key Task

Planning for Remote Learning

Remote Learning Flow Diagram

Remote Learning Diagram with notes

Maths resources

Key Stage 1 Key Facts Document

Mastering Times Tables Document

SEND Case Study Good Practice Guide – Mathematics

Primary Number Facts: Matching cards to support recall and retrieval

Number Bonds and Complements

Complements to 1 - hundredths

Complements to 1_tenths

Complements to 100 – multiples of ten

Complements to 100 – two-digit numbers

Number Bonds to 10

Number Bonds to 20

Fractions, Decimals, Percentages and Ratio

Fractions – fifths, tenths, hundredths

Fractions – halves, quarters, eighths

Fractions – thirds, sixths, ninths

Ratio and Proportion Cards

Measure

Measure Cards

Algebra

Algebra Cards

Special Numbers

Cube numbers

Prime numbers

Square numbers

Triangular numbers

Multiplication tables and linked Division facts

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

Primary Mental Fluency Check and Progression Documents

Key Stage 1

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

Key Stage 2

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

Primary TASC Resources

TASC Info

TASC Overview
TASC template

TASC Activities

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

Primary Vocabulary Cards

Number and Place Value

Number and Place Value 1-6

Addition and Subtraction

Addition and Subtraction 1-6

Multiplication and Division

Multiplication and Division 1-6

Fractions, Decimals and Percentages

Fractions, Decimals and Percentages 1-6

Geometry

Geometry 1-6

Measurement

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

Articles

Primary Moodle+ Articles and CPD

Articles

Reaching the standard at KS2
Bar Modelling article

CPD

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

Secondary

Hampshire Schemes of Learning Updated 2023

Long-Term Maps

Long-term Maps – Year 7-9

Long-term Maps – Year 1-9

Medium-term Plans

Medium-term Plans HIAS Scheme of Learning 2024

Year 7

Year 7 – Unit Plans (updated 2023)

Unit Plan 7.1 Algebra and sequences

Unit Plan 7.2 Calculation and accuracy

Unit Plan 7.3 Perimeter and area

Unit Plan 7.4 Ratio and calculation

Unit Plan 7.5 Ratio, units and indices

Unit Plan 7.6 Fractions

Unit Plan 7.7 Probability

Unit Plan 7.8 Polygons and polyhedra

Unit Plan 7.9 Percentage, ratio and proportion

Unit Plan 7.10 Coordinates and linear

Unit Plan 7.11 Angles and transformations

Unit Plan 7.12 Statistics

Unit Plan 7.13 Area and volume

Unit Plan 7.14 Algebra and sequences

Unit Plan 7.15 FDP and indices

Year 8

Year 8 – Unit Plans (updated 2023)

Unit Plan 8.1 PV and number

Unit Plan 8.2 Shape and angle

Unit Plan 8.3 Probability

Unit Plan 8.4 Ratio and % change

Unit Plan 8.5 Algebra, sequences and graphs

Unit Plan 8.6 Perimeter and area

Unit Plan 8.7 Number and accuracy

Unit Plan 8.8 Compound measures

Unit Plan 8.9 Charts, graphs and averages

Unit Plan 8.10 Prime factors and standard form

Unit Plan 8.11 Graphs and simultaneous equations

Unit Plan 8.12 Similarity and congruence

Unit Plan 8.13 Probability

Unit Plan 8.14 Statistics

Unit Plan 8.15 Decimals and fractions

Unit Plan 8.16 Graphs and modelling

Unit Plan 8.17 Rates of change % HCF and LCM

Year 9

Year 9 – Unit Plans (updated 2023)

Unit Plan 9.1 Representations of number

Unit Plan 9.2 Perimeter, area, and properties of shape

Unit Plan 9.3 Graphs

Unit Plan 9.4 Probability

Unit Plan 9.5 Prisms and pyramids. Pythagoras

Unit Plan 9.6 Probability, sets and venns

Unit Plan 9.7 Statistics, bivariate data

Unit Plan 9.8 Proportion, powers and roots

Unit Plan 9.9 Approximation and compound units

Unit Plan 9.10 Pythagoras and trigonometry constructions

Unit Plan 9.11 Functions

Unit Plan 9.12 Pythagoras and trigonometry

Unit Plan 9.13 Number, accuracy, and standard form

Unit Plan 9.14 Probability

Unit Plan 9.15 Statistics

Unit Plan 9.16 Functions

Engaging Thinking Tasks

KS3

Shaded Proportions

KenKen

Star Parts

Gaussian Sums Engaging thinking tasks

Isosceles triangles

KS4

Tangents to the circle

What shape have I folded? (Surds)

KenKen 5x5

What's the areas?

Factor Challenge Engaging thinking tasks

Two circles and a kite

Interleaving, Recall and Retrieval

Secondary – Interleaving, Recall and Retrieval

Year 7

Year 7 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 7.1-7.15

Year 8

Year 8 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 8.1-8.17

Year 9

Year 9 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 9.1-9.16

Entry and Exit Tickets

Year 7 – Entrance and Exit Tickets

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

Year 8 – Interleaving, Recall and Retrieval

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

Year 9 – Interleaving, Recall and Retrieval

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

Paired Examples

Year 7 – Paired Examples

Paired example Unit 7.1 – 7.15

Year 8 – Paired Examples

Paired example Unit 8.1 – 8.17

Year 9 – Paired Examples

Paired example Unit 9.1 – 9.16

Connect4Maths - Secondary

Year 7

Connect4Maths Unit 7.1 – 7.15

Year 8

Connect4Maths Unit 8.1 – 8.17

Year 9

Connect4Maths Unit 9.1 – 9.16

Vocabulary Cards

Year 7 Vocabulary Cards

Unit 7.1 – 7.15 Vocabulary Cards

Year 8 Vocabulary Cards

Unit 8.1 – 8.17 Vocabulary Cards

Year 9 Vocabulary Cards

Unit 9.1 – 9.16 Vocabulary Cards

Secondary Hampshire Schemes of Learning Updated 2021

Long Term Plans

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

Termly Overviews – Year 1-9

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

Medium Term Plans

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

Year 7 Unit Plans

Unit 7.1-7.15

Year 8 Unit Plans

Unit 8.1-8.17

Year 9 Unit Plans

Unit 9.1-9.16

Primary

Moodle+ French resources

Editable Primary French long and medium-term plans

Long-term overview – KS2 French.doc

Medium-term plan Year 3 French.doc

Medium-term plan Year 4 French.doc

Medium-term plan Year 5 French.doc

Medium-term plan Year 6 French.doc

Editable Primary French Word Mats

1. French Word Mat – je me presente – Introductions
2. French Word Mat – ma famille – my family
3. French Word Mat – mon anniversaire – my birthday
4. French Word Mat – mes animaux – my animals
5. French Word Mat – mes passe-temps – my hobbies
5. French Word Mat – opinions sur les passe-temps – opinions on hobbies
6. French Word Mat – manger et boire – eating and drinking
7. French Word Mat – faire du shopping – shopping
8. French Word Mat – mon ecole – my school
9. French Word Mat – les vetements – clothes
10. French Word Mat – les vacances – holidays
11. French Word Mat – la meteo – weather
12. French Word Mat – ma ville – my town
13. French Word Mat – demander le chemin – directions
14. French Word Mat – chez moi – my home
15. French Word Mat – j'ai mal – illnesses

Editable Primary French Resources

Primary MFL Resources – manger et boire

Primary MFL Resources – les vacances

Primary MFL Resources – les passe-temps

Primary MFL Resources – ma famille

Editable Primary French Assessment

Primary assessment ideas – manger et boire

MFL Assessment Record Sheet

Moodle+ Spanish resources

Editable Spanish Curriculum Planning Documents

Spanish – 4 Year Overview

Spanish Year 3-6 medium-term plan

Editable Spanish Lesson Resources & Ideas

Year 3 Spanish Term 1 – Introductions Lesson

Editable Spanish Word Mats

Y3 T1 – Me Presento

Y3 T2 – Mi Familia

Y3 T3 – Mi Cumpleanos

Y4 T1 – Mascotas

Y4 T2 – Sports and Hobbies

Y4 T2 – Opinions of Sports & Hobbies

Y4 T3 – Eating and drinking

Y4 T3 – Shopping

Y5 T1 – School

Y5 T2 – Clothes

Y5 T3 – Holidays

T6 T1 – Town

T6 T1 – Directions in Town

Y6 T2 – My House

Y6 T3 – Illnesses

Editable Spanish Assessment Ideas

Primary assessment ideas – la comida

MFL Assessment Record Sheet

Secondary

Secondary MFL resources

Improving Listening Skills

Preparing Students for Speaking – 2024 GCSE

SEND Students in MFL

Using AI to enhance learning in MFL

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
Questions and Ideas for the Evaluate Step of the cycle
Questions and Ideas for the Contextualise Step of the cycle
Questions and Ideas for the 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
Foundation Stage Ideas for RE
Writing an RE Policy for your primary school
Writing a Primary RE long-term plan for your school
KS1 and 2 resources for supporting SMSC in school
KS1 and 2 resources for use in the Contextualise and Evaluate Steps of Living Difference IV and for Collective Worship
Being Ofsted ready
Using Pupil Voice Effectively
Using Religious Objects in the Classroom
Using speakers to enhance your RE provision

RE Websites and Games

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

RE Vocabulary and Active Learning

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

Resources for Buddhism and Activities

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

Medium Term Plans for RE

KS1 MTP – Special Places – Mosque

Medium Term Plans and Using Understanding Christianity

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

Other Resources

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

Secondary

Documents

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

Introductory Unit for Year 7

Introductory Unit – Assessment questions for end of Year 7

Introductory Unit – Symbolism Cycle of Enquiry

Religious Education and the Community of Philosophical Enquiry (P4C)

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

Reading in RE

Using pupil voice effectively

Teaching about Hindu faith traditions: A list of online resources

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

Example Planning for Cycles of Enquiry

Torah Cycle

Tradition Cycle

KS3 Jihad Cycle of Enquiry

KS3 Shirk Cycle of Enquiry

KS3 Cycle on 'Umma'

KS3 Cycle on the concept 'Islam'

Teaching about Traveller communities in secondary school

Care Cycle

Primary

Scientific Enquiry

Scientific Enquiry Types Guidance

Scientific Enquiries Comparative and Fair Testing Key Stage 1 and 2

Scientific Enquiries Observation over time Key Stage 1 and 2

Scientific Enquiry Types Posters

Comparative and Fair Testing poster

Observing over time poster

Hampshire Science Learning Journeys

NEW Hampshire Science Learning Journeys

Key Stage 1

Lower Key Stage 2

Upper Key Stage 2

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

Disciplinary Knowledge/Working Scientifically KPI Assessment

Year 6 KPI Assessment Booklets

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

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

Year 2 KPI Assessment Booklets

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

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

Summative Assessment Booklets

Year 1 Summative Assessment Booklets

Year 1 Animal Survival

Year 1 Describing Materials

Year 1 Habitats

Year 1 Science Answer Booklet

Year 1 Plants

Year 1 Seasons

Year 2 Summative Assessment Booklets

Year 2 Animal Life Cycles

Year 2 Changing Materials

Year 2 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 Science Answer Booklet

Year 3 Light

Year 3 Magnets

Year 3 Plants and their food production

Year 3 Rocks and Soils

Year 3 Solids, liquids and gases

Year 4 Summative Assessment Booklets – Autumn/Spring Units

Year 4 Digestion

Year 4 Living things

Year 4 Making Electrical Circuits Work

Year 4 Mixtures and Separating them

Year 4 Plant reproduction

Year 4 Science Answer Booklet

Year 5 Summative Assessment Booklets

Year 5 Circulation

Year 5 Forces that Oppose Motion

Year 5 Fossils, Geological time and classification

Year 5 Science Answer Booklet

Year 5 Making New Substances

Year 5 Space and Gravity

Year 6 Summative Assessment Booklets

Year 6 Classification and Evolution

Year 6 Controlling Electrical Circuits

Year 6 HIAS Science KPI Substantive Knowledge

Year 6 How Light Behaves

Year 6 Sound

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

Secondary

Resources for teaching reacting masses in GCSE Chemistry

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

SLOP Booklets

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

Disciplinary Knowledge Trackers

Key Stage 3 Disciplinary Knowledge Tracker
Disciplinary Knowledge Tracker KS4

AQA Chemistry Knowledge Rich Curriculum

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

AQA Biology Knowledge Rich Curriculum

AQA Biology Paper 1 Knowledge Rich Curriculum

YR 9 Fundamentals 1 Term Curriculum

Year 9 Fundamentals 1 Term Curriculum

AQA Required Practical Knowledge Rich Curriculum

AQA Required Practical Knowledge Rich Curriculum

Learning Resources

KS3 Mathematics for Science
KS3 Working Scientifically

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 Term 2025

LSA intervention tracker
SENCo referral form

Autumn Term 2024

Alternative methods of recording
SEN flow chart
SEN therapies flow chart

Summer Term 2024

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

Spring Term 2024

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

Spring 2023 Five minute briefings

Within-class grouping
Inclusion – the research evidence

Primary Five Minute Briefings

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

Autumn Term 2022

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 Term 2021

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

Summer Term 2021

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

Spring Term 2020

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

Autumn Term 2019

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

Secondary

Spring Term 2025

Intent, implement, impact template
Supporting staff wellbeing

Autumn Term 2024

Alternative methods of recording
SEN flow chart
SEN therapies flow chart

Summer Term 2024

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

Spring Term 2024

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

General Documents

Gatsby Benchmarks
Research and Resources

Spring 2023 Five minute briefings

Within-class grouping
Inclusion – the research evidence

Secondary Five Minute Briefings

1) The Experiences of Autistic Pupils and Students

Secondary Five Minute Briefing 1

2) ADHD – Re-Framing Our Response

Secondary Five Minute Briefing 2

3) EEF SEN in Mainstream Schools Guidance Report

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

Summer Term 2021

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

Autumn Term 2021

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

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