



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE+ RESOURCE

Our Moodle+ Handbook

**Introductory guide and catalogue of
resources**

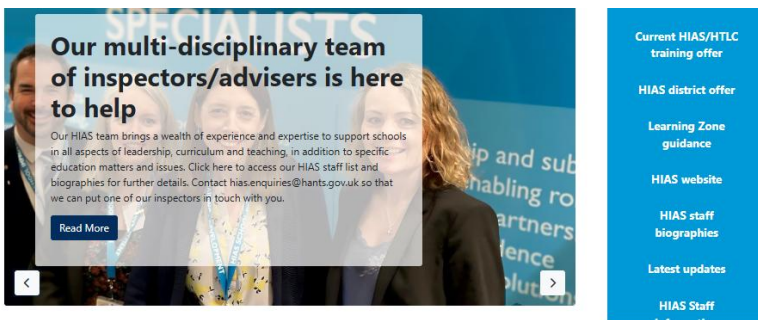
March 2026

[hants.gov.uk](https://www.hants.gov.uk)

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Introduction



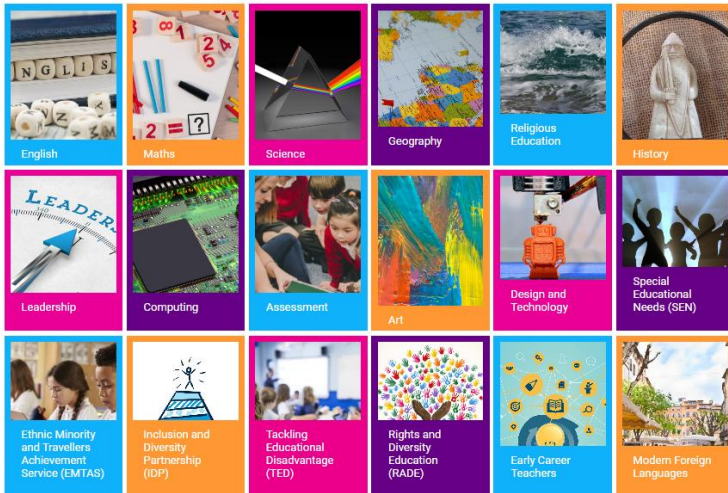
Our multi-disciplinary team of inspectors/advisers is here to help

Our HIAS team brings a wealth of experience and expertise to support schools in all aspects of leadership, curriculum and teaching, in addition to specific education matters and issues. Click here to access our HIAS staff list and biographies for further details. Contact hias.enquiries@hants.gov.uk so that we can put one of our inspectors in touch with you.

[Read More](#)

- Current HIAS/HTLC training offer
- HIAS district offer
- Learning Zone guidance
- HIAS website
- HIAS staff biographies
- Latest updates
- HIAS Staff

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



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

hias-moodle.mylearningapp.com.

Moodle+

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

Interested in subscribing?

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

- Hampshire Maintained schools with a current HIAS Training subscription: **£381**
- Hampshire Maintained schools without a current HIAS Training subscription: **£456**
- Non Hampshire Maintained schools with a current HIAS Training subscription: **£381 + VAT**
- Non Hampshire Maintained schools without a current HIAS Training subscription: **£556 + VAT**

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


Art

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

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

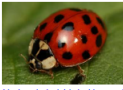
Irresistible Painting

A scheme of work for KS2 – Years 3 and 4

Scheme of Work: Years 3 and 4	Duration	Art Skills	
Stef Mitchell <ul style="list-style-type: none"> Is a contemporary British artist based in Stalithes, North Yorkshire. She does monoprints and paintings that explore the natural world. She holds a degree in film, photography, and sound, followed by postgraduate studies at Goldsmiths, University of London, and a First-Class Honours degree in Fine Art, specialising in painting. She works from studios in Stalithes and Sledmere, often collaborating with her partner Ian Mitchell. She is also the curator of Stalithes Studio Gallery, a space dedicated to displaying contemporary art inspired by nature. Her monoprints use plant materials directly in the printmaking process. Her art is inspired by walks through landscapes, particularly along the Yorkshire coastline, moors, and woodlands. Her paintings use a mix of acrylic, charcoal, oil pastel and sometimes cut up monoprints. Her process often involves photography. 	Half term or blocked Building on prior learning Preparing for future learning	Drawing, painting, printing (stencil and monoprint), collage. Vocabulary: line, colour, shape, tone, pattern, texture, still life, vases, containers, ellipses, observation, composition, foreground, mid ground, background, viewpoint , colour match, tertiary colours, palette knife, acrylic paint, stencil, negative , sponge, dabbing, presentation.	
	Working Towards These children will need support Working Beyond These children can deepen their learning		All Other children are secure: Carry forward the assessment objectives this refers to.
			
	April 2025 – JS		

A scheme of work on irresistible painting

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

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

Sculptural hangings

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

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

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

Progression of skills

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

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

The screenshot shows a Moodle+ resource page with the following content:

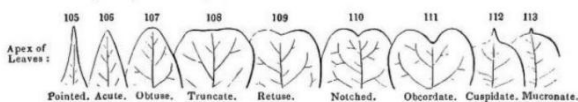
- Logo for Hampshire County Council Improvement and Advisory Service.
- Header: HIAS MOODLE+ RESOURCE
- Title: Checklist to take a photograph
- Text: What makes a good photo
- Author: Jayne Stillman
- Date: September 2025
- Status: Final version
- Copyright: © Hampshire County Council
- URL: hants.gov.uk

Checklist to take a photograph

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

Do NOW: Draw the Apex of leaves (this means the top and bottom)

1. Draw the 'Apex' of leaves.
2. Annotate your drawings with the names of the 'Apex' leaf shapes.



Page view archive 1958, page 49
<https://archive.org/details/botanyyoungpeop00gray/page/48/mode/2up>

'Do Now' tasks

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

A scheme of work for KS3 understanding sustainability – recycled collage.

Scheme of Work: Year 7	Duration	Art Skills
Vik Muniz Vik Muniz famous work <ul style="list-style-type: none"> - Is a Brazilian artist known for his large-scale art which uses waste materials to create images of famous artworks and portraits. - He uses a variety of recycled and reclaimed materials including rubbish, food and found objects. - He often creates large-scale images that are designed to be viewed from above. - He photographs the final artwork and this is exhibited. - His work often comments on themes of waste, thinking and social issues whilst repurposing discarded materials. 	Half term or blocked Building on prior learning Working Towards These children will need support Working Beyond These children can deepen their learning All Other children are secure: Carry forward the assessment objectives this refers to: Starry Night after Van Gogh: Vik Muniz Starry Night, after Van Gogh from Pictures of Magazines 2 (2012) Artsy	Drawing, painting, collage. Vocabulary: line, colour, shape, tone, pattern, texture, collage, cutting, tearing, sustainability, repurposing. Vik Muniz famous work Barack Obama: Vik Muniz Obama (from the series Pictures of Magazine 2) (2012) Artsy Rhythm, after Sonia Delaunay: Vik Muniz Centre Ponsidou (Rhythm, after Sonia Delaunay), Repro. 2019 Art Base

Understanding sustainability – recycled collage

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

Coming soon to Moodle+...

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

Important update on Primary Art Moodle:

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

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

Computing

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

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

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


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

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

HIAS MOODLE+ RESOURCE

Title: How a chatbot works
LO: AI's make mistakes

In the first session, we learnt that AI Chatbots are like parrots; they learn which words go next to other words, and then they copy them.



© Hampshire County Council Vocabulary: AI Hallucination (making things up)

AI Chatbot lessons

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

Are We Starting to Speak Like ChatGPT? Evidence of AI Changing Our Spoken Language

Research Details

Title: [Empirical evidence of Large Language Model's influence on human spoken communication](#)

Authors: Hiromu Yakura, Ezequiel Lopez-Lopez, Levin Brinkmann, Ignacio Serna, Prateek Gupta, Ivan Soraperra, and Iyad Rahwan

Date: July 2025

Peer-Review Status: Not yet peer-reviewed.

Aims & Methodology

Aims: To investigate whether human spoken language has started to adopt a preference for specific words, styles, and text structures preferred by ChatGPT, following its widespread use.

Methodology: Two sources were examined: 360,445 YouTube academic talk transcripts and 771,561 podcast transcripts, in total over 7.35 billion words of human speech. Researchers examined this data and plotted the frequency of these language features before ChatGPT and afterwards, attempting to infer what they might have been without ChatGPT.

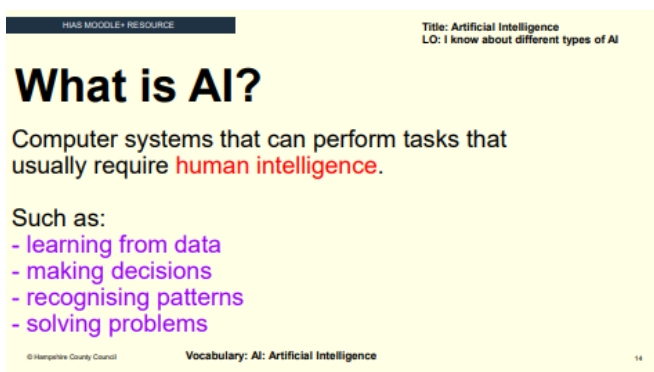
AI chosen words increase in human speech post-ChatGPT

- Top Words Identified: delve, comprehend, boast, swift, meticulous, up to 50% more use in speech
- English teachers should be aware of the subtle stylistic shifts that are entering student speech and writing.
- Computing teachers may use this to illustrate how AI affects human culture
- Some words increased only in domains more exposed to AI, such as STEM, Religion and Sports domains showed no significant increases.

AI research review posters

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

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



Introduction to AI

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



AI myths poster

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

Coming soon to Moodle+...

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

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

Design and Technology

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

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

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

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

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

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

Substantive and Disciplinary Knowledge - Food

Year 1	Food	Preparing fruits and vegetables	<p>Where food comes from</p> <ul style="list-style-type: none"> Fruit and vegetables come from plants. Some foods come from animals (meat, dairy, fish), but fruits and vegetables are plant-based. <p>What fruit and vegetables are</p> <ul style="list-style-type: none"> A fruit is the fleshy part of a plant that contains seeds. Vegetables are other edible parts of plants (roots, stems, leaves). <p>Healthy eating principles</p> <ul style="list-style-type: none"> Fruit and vegetables are an important part of a healthy diet. People should eat at least five portions of fruit and vegetables every day. They are part of the Eatwell Plate for a balanced diet. 	<p>Investigating and Evaluating</p> <ul style="list-style-type: none"> Look at different fruits and vegetables and talk about their colour, texture, and taste. Discuss which fruits might go well together in a dish (e.g., fruit salad). Ask questions like: Which fruit is easiest to peel? Which is crunchy or soft? <p>Planning and Generating Ideas</p> <ul style="list-style-type: none"> Decide what combination of fruits or vegetables to prepare. Think about presentation: How will the food look on the plate?
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Substantive and Disciplinary Knowledge
© Hampshire County Council 2025

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Year 1 Food – substantive and disciplinary knowledge

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

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

Substantive and Disciplinary Knowledge – Textiles

Year 2	Textiles	Templates and Joining Techniques	<p>What a template is</p> <ul style="list-style-type: none"> A template is a shape or pattern used to cut fabric accurately. Templates help make pieces the right size and shape. <p>Purpose of templates</p> <ul style="list-style-type: none"> To ensure consistency and accuracy when cutting fabric. To make products look neat and fit together properly. <p>Joining techniques</p> <ul style="list-style-type: none"> Glue: Quick but not very strong for fabric. Staples: Temporary fix, not suitable for soft textiles. Running stitch: A simple stitch for joining two pieces of fabric. 	<p>Investigating and Evaluating</p> <ul style="list-style-type: none"> Look at examples of simple textile products (eg puppets, pouches). Ask: How were these pieces joined? Why do they look neat? <p>Planning and Generating Ideas</p> <ul style="list-style-type: none"> Draw a design for a textile product (eg a small bag or puppet). Decide on the shape and size using a template. Choose a joining method (eg running stitch, over stitch). <p>Making and Testing</p> <ul style="list-style-type: none"> Use a template to cut fabric accurately. Pin pieces together before joining.
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Substantive and Disciplinary Knowledge
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2

Year 2 Textiles – substantive and disciplinary knowledge

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

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

Substantive and Disciplinary Knowledge – CAMS

Year 5	Mechanisms	CAMS	What is a Cam Mechanism?	Designing for Purpose and Function
			<ul style="list-style-type: none"> A cam is a rotating or sliding piece in a mechanical linkage used to transform rotary motion into linear (up-and-down) motion. Cam toy uses cams to make parts move in a controlled way (eg a figure moving up and down). <p>Key Components</p> <ul style="list-style-type: none"> Cam – the shaped disc that rotates. Camshaft – the axle the cam is attached to. Follower – the part that rests on the cam and moves up and down. Guide – keeps the follower in place. Frame/Base – supports the mechanism. 	<ul style="list-style-type: none"> Understand how to design a moving toy for a specific brief (eg a themed cam toy for a younger child). Make decisions about movement patterns (eg smooth rise and fall vs sudden drop) based on the cam shape. Consider aesthetics and user appeal alongside functionality. <p>Applying Technical Reasoning</p> <ul style="list-style-type: none"> Explain why a particular cam shape is chosen (eg small cam for dramatic movement). Understand how changing the position of the follower or cam affects movement.

Substantive and Disciplinary Knowledge
© Hampshire County Council 2020

Year 5 CAMs – substantive and disciplinary knowledge

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

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

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

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

HIAS MOODLE+ RESOURCE

Year 7 Do Now: Design Vocabulary Quick Quiz



What is a prototype?
[What is a prototype? - KS2 - BBC Bitesize](#)

- Objective: Build subject-specific literacy.
- Task: Write a short definition for each term or use in a sentence.
- Items:
 - Prototype
 - Specification
 - Ergonomics
 - CAD
 - CAM
 - Tolerance
 - QA
 - QC

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

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

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

Year 8 Do Now: Inclusive Design Brainstorm

- Objective: Promote empathy and design thinking.
- Task: List three design considerations and sketch one quick idea.
- Items:
 - Scenario: Design a product for someone with limited grip strength.



Inclusivity of design solutions - Considering usability when designing - OCR - GCSE Design and Technology Revision - OCR - HRC Release

© Hampshire County Council 2026

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

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

Year 9 Do Now: Safety Spot

- Objective: Build safety awareness and literacy.
- Task: write one control measure for each hazard and why the control measure is important
- Hazard:
 - No goggles
 - Trailing cable
 - Food on bench
 - Hot soldering iron
 - Cluttered workspace



Safety Rules - Visual Poster for Design & Technology rooms | Teaching Resources

© Hampshire County Council 2026

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

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

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

Coming soon to Moodle+...

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

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

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

English

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

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

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

Suggested Curriculum Priorities – Year 4

Term 1 Progression / Journey		Year 4	
Autumn	Spring	Summer	End of Year Portfolio
Transcription Increasing fluency in joined handwriting. Apply KS1 common exception words. Year 3 statutory spelling and handwriting rules and patterns taught to fit.	Transcription Increasing fluency in joined handwriting. Application of spelling rules and patterns taught so far.	Transcription Progress in handwriting the progress, audience and form of their writing in both formal and non-formal texts. They organise these texts using paragraphs. For clarity, ideas are connected using nouns, pronouns, and adjectives to provide clarity and coherence to the text of writing.	Progress in handwriting the progress, audience and form of their writing in both formal and non-formal texts. They organise these texts using paragraphs. For clarity, ideas are connected using nouns, pronouns, and adjectives to provide clarity and coherence to the text of writing.
Sentence structure: Vary sentence length for effect and style. Use a range of sentence structures – simple, compound and complex.	Sentence structure: Vary sentence length for effect and style. Use a range of sentence structures – simple, compound and complex.	Sentence structure: Vary the sentence length for effect and style. Use a range of sentence structures – simple, compound and complex.	Vary the sentence length for effect and style. Use a range of sentence structures – simple, compound and complex.
Grammar: Use conjunctions and prepositions and adverbs to express time and cause. Use inverted commas to indicate speech.	Grammar: Identify the singular and plural possession within and across sentences to aid cohesion.	Grammar: Use their other punctuation.	Use their other punctuation.
Composition: Use a range of devices to build cohesion within paragraphs.	Composition: Propose changes to grammar and vocabulary to improve cohesively.	Composition: Evaluate the use of punctuation in their own writing.	Evaluate the use of punctuation in their own writing.

Year 3 Long Term Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Spelling: Apply Year 1 and 2 common exception words and apply them to the end of the year.
Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.	Handwriting: Apply Year 1 and 2 common exception words and apply them to the end of the year.
Learning Journey 1 18-19 Day writing sequences.	Learning Journey 1 18-19 Day writing sequences.	Learning Journey 1 18-19 Day writing sequences.	Learning Journey 1 18-19 Day writing sequences.	Learning Journey 1 18-19 Day writing sequences.	Learning Journey 1 18-19 Day writing sequences.
Learning Journey 2 18-19 Day writing sequences.	Learning Journey 2 18-19 Day writing sequences.	Learning Journey 2 18-19 Day writing sequences.	Learning Journey 2 18-19 Day writing sequences.	Learning Journey 2 18-19 Day writing sequences.	Learning Journey 2 18-19 Day writing sequences.

Curriculum priorities

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

Planning and assessment

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

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

Learning journeys

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

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

Resource 6a

Discuss the title and the information on the front page – 40 neurologically and physically diverse people who broke stereotypes
 What type of text is it? Have you read other texts like this before?

Taken from Gooding: [Just Like by Louis Sachar](#)

HAS Moodle+ Resource

BROKEN: Rock, Paper, Scissors
 Year 6 writing journey

Holes By Louis Sachar
 Year 6 writing journey

The Boy Who Sailed the World
 By Julia Green and Alex Latimer
 Year 5 writing journey – Spring

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

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

The TED9 project took place in the academic year 2024-2025 in five Hampshire schools. Project leaders focused on identifying the issues causing challenges for the disadvantaged students in their Year 9 English classes and setting in place the support strategies that they believed, based on observation, work scrutiny and student voice, would make the most different to these students. Target students were informed by their teachers that they had been identified as having high potential that was not currently reflected in their progress in English, and were invited to work with their teachers to find the teaching approaches that made the most positive difference to them. One of the unexpected findings of the project was the positive impact of the initial conversations where students were told that their teachers saw their high, unrealised potential – these conversations alone made a difference to the students' self-image.

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

TED9 Project findings 2 - challenges and hindrances in English lessons

TED9 Project findings 3 - project summaries and impact

Executive Functioning in English Lessons

Tackling Educational Disadvantage project

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

Guided writing practice

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

Expanding sentences to add detail

A simple sentence can be expanded in many ways by adding words or phrases to answer the questions who? what? when? where? how? and why? The examples here are expanded in only one way, but more than one phrase can be added to any sentence.

Phrases do not contain verbs and cannot exist on their own; they must be added to a main clause (simple sentence) to make sense. If a phrase is on its own without a main clause, it is a fragment. In each example here, the main clause of the sentence makes sense without the phrase that has been added. It is complete because it has a **subject** (person or thing that is doing, being or having) and a **verb**. Attention should be repeatedly drawn to the elements that make the main clause complete and independent.

Who?	What?	When?	Where?	Why?	How?	What like?
To add more detail about a person or thing in a sentence, replace a pronoun with a noun or noun phrase. The sentence can be expanded further by adding an appositive (a noun phrase that clarifies the noun) between a pair of commas, dashes or brackets immediately after the noun or noun phrase.	To add more detail about when an event takes place, add a prepositional phrase . These can be added at the beginning of the sentence and marked off with a comma, or they can be added after the noun or	Reasons are often given in subordinate clauses (which have verbs) using because , but it is	Adverbs and adverbial phrases can be used simply, either directly before or after the	A descriptive phrase instead of a single word can be used to describe a person or object, marked		

HOW TO USE THIS RESOURCE

A fourth step

TEACHER RESPONSIBILITY

Face Lesson "I do it"

Guided Instruction "We do it"

Collaborative "You do it together"

Independent "You do it alone"

STUDENT RESPONSIBILITY

'The collaborative learning phase of instruction is too often neglected. If used a tool, it tends to be special event rather than an established instructional routine.'

Better Learning

When developing functional skills builds much-needed sentence, purpose and explicit writing experiences can also have their value. For this, please refer to 'write for the explicit purpose of writing to write' and 'find the personal purpose or value in it. Writing tasks that are interesting, motivating and meaningful are engaging. Pupils to use writer communication as useful, important, enjoyable and fulfilling. **SEND** **Non-applicable to write not applicable with their peers could be necessary'**

Expanding sentences to add detail at KS3
© Hampshire County Council 2025

The writing framework - KS3/16
© Hampshire County Council 2025

KS2 Standard	What this might look like in Y7 in narrative writing	What this might look like in Y7 in non-narrative writing	What this might look like in Y7 in essay writing
Write effectively for a range of different purposes and audiences, selecting language that shows good awareness of the reader	Pupils achieve worked-for effects through their choices of grammar, vocabulary and imagery. The tone of their writing is convincing, and the story is coherent and developed in sufficient detail to engage the reader.	Pupils consider the interests and level of knowledge of the reader, and the information they need to ensure that they understand and are convinced by the line of argument. Pupils adjust the level of formality to the needs of the reader and maintain an appropriate tone and register throughout. Pupils consider the intended effect on the reader and the layers of meaning within vocabulary choices.	Pupils write using a formal, academic register. They can use tentative language to propose interpretations in essay-style paragraphs. They include sufficient detail in their writing to ensure that points are made clearly. They can integrate quotations smoothly to support their ideas.
In narrative, describe character, settings and atmosphere	Characters behave and interact with others in plausible ways; the combination of description, action, thought and dialogue builds understanding of characters' personalities, emotions and motivations. Description includes both concrete and sensory detail, with a clear sense of where things are in relation to each other and to characters. Imagery is used to create atmosphere and tension is built effectively.		

KS2 writing expectations extended to Year 7
© Hampshire County Council 2025

Progression and curriculum

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

Coming soon to Moodle+...

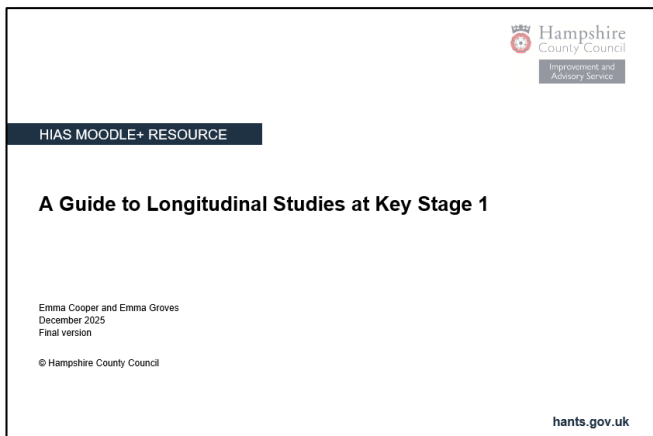
Over the coming year we will be developing more of our ever-popular curriculum planning and pedagogy resources, as well as new materials linked to the recommendations of the curriculum and assessment review, helping you to prepare yourselves and colleagues for likely changes to the National Curriculum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

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

Geography

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

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



A guide to longitudinal studies at Key Stage 1

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

Example Long-Term Overviews

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

Topic:	Cycle A			Cycle B		
	All about me	Amazing animals	Out and about	Super duper me!	Frozen Planet	Wild explorers
Year R	<ul style="list-style-type: none"> My home. My school. My town. 	Exploring different environments in our world through key texts and enhanced provision ('hot places'). Positional language.	Fieldwork in the school environment eg 'Which places would Little Miss Sunshine, Mr Bump and Mr Sneezy like best in our school?' Year R – collecting information through photographs. Year 1 – evaluating different features in	<ul style="list-style-type: none"> My home. My school. My town. 	Exploring different environments in our world through key texts and enhanced provision ('cold places'). <ul style="list-style-type: none"> Positional language. 	Fieldwork in the school environment based on the story <i>We are going on a bear hunt</i> . Children investigate which features of the school would be best to recreate the story. Year R – collecting information through drawing features. Year 1 – using a simple key to indicate if the features they draw are human features or physical features.
Year 1	<ul style="list-style-type: none"> My town. The country where I live (UK). 	Hot and cold places in relation to the equator. <ul style="list-style-type: none"> 'North' south compass directions. 	the role of each character and drawing positive and negative features in different colours using a simple map key.	<ul style="list-style-type: none"> My town The country where I live (UK). 	Hot and cold places in relation to the equator. <ul style="list-style-type: none"> 'North' south compass directions. 	Year 1 – using a simple key to indicate if the features they draw are human features or physical features.

Supporting Primary Geography in the Mixed-Age Classroom

7

Supporting primary geography in the mixed-age classroom

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

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

What are plate tectonics?

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



A picture showing the different tectonic plates in the Earth's Crust. M Bitton, CC BY-SA 3.0 - <https://commons.wikimedia.org/wiki/File:sa-3.0>, via Wikimedia Commons

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

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

5

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

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

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

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



Image created by author using Aino

Using AI in geography

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

How global is our school?

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

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

Launching the enquiry

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

How global is our school?

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

Coming soon to Moodle+...

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

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

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

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

History

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

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



Ancient Sumerian art

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

Teaching an overview of ancient civilisations

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



Stonehenge

Teaching local history

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



Iron Age and Roman homes

Embedding similarity and difference in the history curriculum

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

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

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

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



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

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

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

Access inclusive enquiries such as:

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

Improve your disciplinary knowledge: how do historians work?

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

Coming soon to Moodle+...

Primary

- **Understanding disciplinary knowledge**

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

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

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

Secondary

Over the next year we plan to provide:

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

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

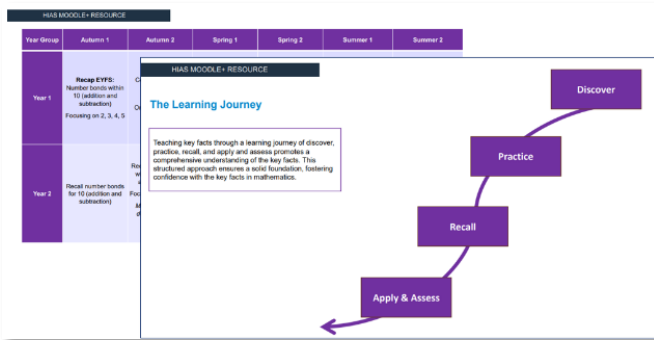
Mathematics

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

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

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

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



Mastering key facts in Key Stage 1

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

Reasoning and intelligent practice Year 1 – 6

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

Year 6 SATs preparation

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

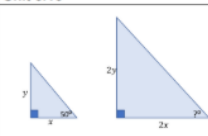
A taster of what is available on Moodle+ Secondary...

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			9.12 Geometry Area, perimeter and property of shape		9.3 Algebra and statistics Linear and quadratic graphs		9.4 Probability (simple spaces)	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	Notional time (hours/minutes)	NC Objectives	By the end of this sequence, students will be able to
6 - Representations of Number	5	Interpret and compare numbers in standard form as a set of tasks, where n is a positive or negative integer or zero.	know and use the link between number prefixes of a kilo, mega, giga, tera, M, M, Micro and nano
	5	Apply appropriate calculation strategies and degrees of accuracy to increasingly complex problems	identify and compare numbers in standard form where it is possible
	5	Recognise when the structure of a numerical problem requires multiplicative or proportional reasoning.	interpret and compare numbers in standard form where it is possible
	5	Use conventional notation for powers, roots and integers.	Use the link of index to compare simple calculations expressed in standard form
	5	Use integer powers and associated real roots when solving problems.	Recognise when a problem requires multiplicative or proportional reasoning

Long, medium and short-term maps

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

Unit 6.16	Unit 6.17	Unit 6.18
 <p>Give a reason for your answer</p>	$3829 \times 67 =$ <p>Use a formal written method and one other informal method. Show your workings</p>	<p>10 miles = 16 kilometres</p> <p>30 miles = ? kilometres</p> <p>? miles = 40 kilometres</p> <p>Show your workings out</p>

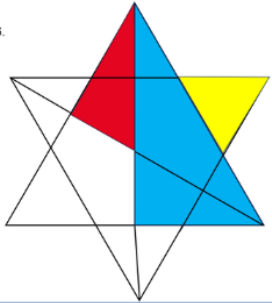
Interleaving, recall and retrieval

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

The six-point star is constructed from two congruent equilateral triangles and has rotational symmetry order 6.

The yellow area is 100cm^2

What are the values in cm^2 of the blue and red areas?



Engaging thinking tasks in Key Stage 3 and 4

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

Coming soon to Moodle+...

Primary

Hampshire Scheme of Learning Updates

Rationale:

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

Long-term and medium-term plan

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

Unit plan:

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

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

Secondary

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

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

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

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

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

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

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

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

MFL

Bonjour! Hola! Guten Tag!

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

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

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

Editable long-term Key Stage 2 curriculum plans

Tu as un animal? –
Do you have any pets?

Use these helpful phrases to talk about your pets.

Tu as un animal?
Have you got a pet?.

Oui, j'ai un animal.
Yes, I have a pet.

Non, je n'ai pas d'animal.
No, I don't have an animal.

J'ai - I have
Nous avons - we have
Je voudrais - I would like

un chien.
I have a dog -
un chat -
I have a cat
un hamster -
a hamster
une souris -
a mouse
un poisson -
a fish
un cochon-d'inde -
a guinea pig
un lapin -
a rabbit
un oiseau -
a bird










deux chiens - two dogs
deux chats - two cats
deux hamsters - two hamsters
deux souris - two mice
deux poissons - two fish
deux cochons d'inde -
two guinea-pigs
deux lapins - two rabbits
deux oiseaux - two birds

Il s'appelle ... - he is called ...
Elle s'appelle ... - she is called ...
Il est petit/grand - he is small/big
Elle est petite/grande - she is small/big

Exemple:
Bonjour! Je m'appelle Olivia et j'ai neuf ans. J'ai un chien et il s'appelle Bruno. Aussi, j'ai deux chats. Tu as un animal?

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

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

 1	 2	 3
 4	 5	 6
 7	 8	 9

A collection of editable powerpoint resources per unit

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

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

Why take GCSE languages?

True or false?

1. German is the most spoken language in Europe.
2. French is only spoken in France.
3. More people speak German than Spanish in Europe.
4. Chinese is the most "in demand language" amongst employers in the UK.
5. By 2050, there are predicted to be over 500 million native Spanish speakers in the world.
6. You can only do a Japanese or Chinese degree with an A Level in that language.
7. You can earn up to 5% more, if you speak another language.
8. A language is only useful if you want to work abroad.
9. Brexit means that we don't need languages anymore.
10. Language GCSEs are the hardest subjects.



GCSE options powerpoint

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

Last lesson: Name 10 countries in French.	Last week: Translate these modes of transport into English: A vélo En voiture En avion En moto
Last term: How do you form the passé composé (past tense) in French? (three things)	Last year: Translate: With my family With my brother With my friends

Practical tips for adaptive teaching and inclusion in the MFL classroom

This resource focuses on making languages accessible to all.

Creating examples

Write an example word answer to this GCSE French 130-150 word question. Please use the passé composé, present and near future tenses in the response.

- You must include the following points:
- what makes a healthy diet
 - the pros and cons of eating out
 - what healthy activities you did last week
 - how you will stay healthy this weekend.

Pour avoir une alimentation saine, il est important de manger beaucoup de fruits et légumes, de consommer des protéines maigres et de boire beaucoup d'eau. Il faut éviter les aliments trop gras, sucrés ou salés. Manger équilibré aide à maintenir une bonne santé et à avoir de l'énergie.

Using AI to save time and enhance learning

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

Coming soon to Moodle+...

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

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

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

Religious Education

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

Materials on the Moodle+ include:

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

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

Using stories across the RE curriculum

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

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

Possible stories to include in your RE curriculum:

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

Using speakers to enhance your RE provision

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

Why invite guest speakers?

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

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

Understanding Your Role as RE Lead

As the RE lead, you are responsible for:

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

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

Key Advice for New Leaders

1. Start with Purpose

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

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

Ask yourself:

Using stories across the RE curriculum

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

Using speakers to enhance your RE provision

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

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

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

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

Curriculum Intent and Design		
<ul style="list-style-type: none"> Ofsted highlights that many RE curricula are "superficially broad" but lack depth. High-quality RE prioritises depth of study and builds knowledge systematically over time. Ofsted emphasises the importance of distinguishing between types of knowledge in RE and ensuring pupils understand how knowledge is formed and debated within the discipline. Ofsted stresses the importance of including both religious and non-religious worldviews to help pupils make sense of a complex, pluralistic society. Ofsted found that pupils learned more effectively when knowledge was revisited and built upon systematically. The Subject Report notes that much non-examined KS4 RE is of poor quality. Both Living Difference IV and the Subject Report state that non-examined KS4 RE should have a distinct curriculum. 		
Item	RAG	Actions, Challenges and Notes
Is the RE curriculum ambitious, coherent, and sequenced across all key stages?		
Does it explicitly reflect the Locally Agreed Syllabus, Living Difference IV? In particular: <ul style="list-style-type: none"> ➢ Teaching through concepts ➢ Use of the Cycle of Enquiry 		
Are a range of religious and non-religious traditions represented?		
Are both Abrahamic and Dharmic faiths encountered at each key		

Using stories across the RE curriculum

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

- **Engage Emotion and Imagination.** They make abstract concepts concrete and relatable.
- **Provide Context for Concepts.** Stories illustrate how beliefs and values are lived out in real or symbolic situations.
- **Support Dialogue and Reflection.** They invite pupils to explore meaning, ask questions, and consider different perspectives.
- **Enable Progression.** From simple narrative engagement in EYF5/KS1 to more critical analysis and ethical debate in upper KS2.
- **Bridge Knowledge Types.** Stories connect substantive knowledge (content), disciplinary knowledge (how we know), and personal knowledge (what matters to me), as highlighted in Ofsted's Research Review.

Possible stories to include in your RE curriculum:

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

Spiritual:

The spiritual development of pupils is shown by their:

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

Coming soon to Moodle+...

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

Primary

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

Secondary

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

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

Secondary RE leader checklist

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

Using stories across the RE curriculum

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

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

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

Science

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

These resources will include:

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

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

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

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

Vocabulary Suitable, temperature, evergreen, deciduous, autumn, compare, observe, identify, secondary sources, data, equipment, fiction, weather, thermometer, scale	Health & Safety – CLEARPS guidance PPE - Working safely outdoors	Safety precautions Supervision Plants and lung hygiene Weather and clothing		
Overall outcome Children use the data they have collected over the year to answer the scientific question. Schools might create a character to pose the question to the children and their conclusions could form an answer to the character's question.				
Substantive Knowledge intended to be revisited through study <i>Geography knowledge (Science knowledge)</i>	Disciplinary Knowledge intended to be developed through study <i>(Science and Geography)</i>			
<ul style="list-style-type: none"> Plants need water, light and a suitable temperature to grow and stay healthy. There can be either evergreen or deciduous. Energy Decid In 1911 Norm See the winter In 1911 In 1911 Use an Use an In 1911 In 1911 <p>Curriculum links</p> <p>Both the geography and science Key Stage 1 curriculums contain objectives relating to the characteristics of seasons. What do we observe during the seasons? How do the plants and animals behave during each season? How do we behave? These questions relate to the science but when we consider 'why?', we are being geographers – it is the seasonal weather patterns that are causing plants and animals (including humans) to behave/change in this way. When collecting environmental observations, we also need to include changes in weather, including temperature, to support the geography curriculum. If when conducting a longitudinal study children are collecting and analysing data on all of these characteristics, then they are covering these objectives in both curriculums, freeing up precious time in busy timetables and giving children extra opportunities to revise key knowledge and skills in geography, science and maths.</p>				
Possible curriculum topics Plants	Science NC Attainment Targets Plants Y1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Y1 Identify and describe the basic structure of a variety of common flowering plants, including trees Y2 Observe and describe how seeds and bulbs grow into mature plants Y2 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy – promotes enquiry into conditions for healthy plant growth	Geography NC Attainment Targets Geographical skills and fieldwork Y1/2 Use simple fieldwork and observational skills to study the geography of their school and its grounds Human and physical geography Y1/2 Identify seasonal and daily weather patterns in the United Kingdom	Maths NC Attainment Targets Measurement Y1 Measure and begin to record lengths and heights – used to track plant growth over time Y1 Compare, describe and solve practical problems for lengths and heights (used in comparing plant growth under different conditions) Statistics Y2 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (supports data handling from plant investigations)	Sustainability Links Recognise how their behaviour affects other people and the environment. Caring for plants and understanding their role in ecosystems Understand where things come from (eg food, materials) Learning about plant origins and sustainable sourcing Understand the role of rules and responsibilities – taking responsibility for caring for plants or shared green spaces

A Guide to Longitudinal Studies at Key Stage 1
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A guide to longitudinal studies at Key Stage 1


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

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

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

HIAS MOODLE+ RESOURCE

Scientific Enquiry
Key Stage 1 and 2



Emma Cooper General Inspector/Adviser for Science
May 2025
Final version
© Hampshire County Council

Using secondary sources

Researching information online

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

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

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

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

Scientific Enquiry: Using Secondary Sources Key Stage 1 and 2



Cultural capital in primary science

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

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

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

Key Stage 4 sequencing

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

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

Science and climate unity lesson

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

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

Coming soon to Moodle+...

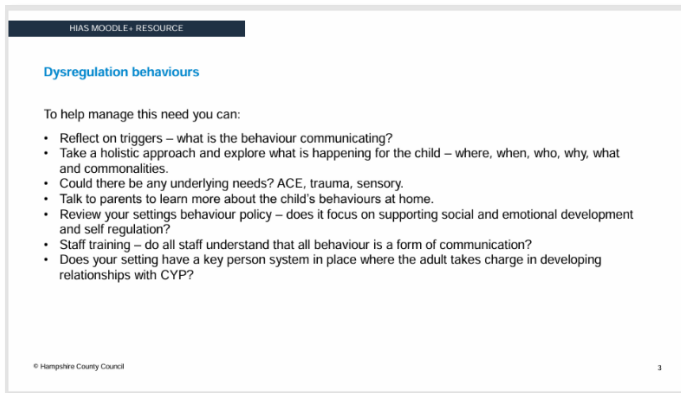
We will be uploading a new resource to Primary Moodle+ on primary science misconception alerts (Key Stage 1-2). An addition to both primary and secondary will be working scientifically skills continuum (EYFS to Key Stage 4). Secondary science will also have a new resource covering teaching and revising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

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

Special Educational Needs

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

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



HIAS MOODLE+ RESOURCE

Dysregulation behaviours

To help manage this need you can:

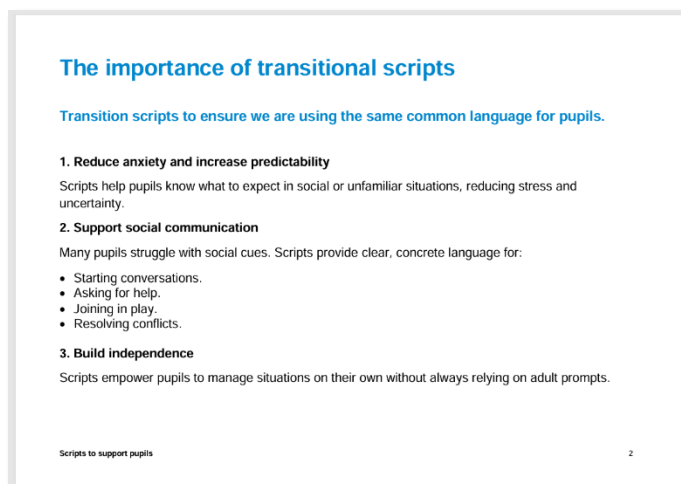
- Reflect on triggers – what is the behaviour communicating?
- Take a holistic approach and explore what is happening for the child – where, when, who, why, what and commonalities.
- Could there be any underlying needs? ACE, trauma, sensory.
- Talk to parents to learn more about the child's behaviours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

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Dysregulation strategies

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

This resource is also available on Secondary Moodle+.



The importance of transitional scripts

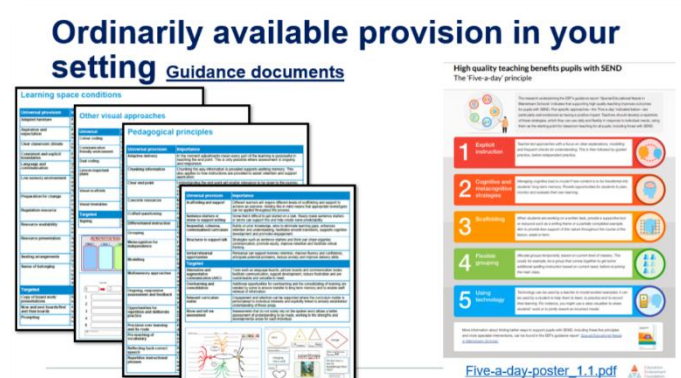
Transition scripts to ensure we are using the same common language for pupils.

- 1. Reduce anxiety and increase predictability**
Scripts help pupils know what to expect in social or unfamiliar situations, reducing stress and uncertainty.
- 2. Support social communication**
Many pupils struggle with social cues. Scripts provide clear, concrete language for:
 - Starting conversations.
 - Asking for help.
 - Joining in play.
 - Resolving conflicts.
- 3. Build independence**
Scripts empower pupils to manage situations on their own without always relying on adult prompts.

Scripts to support pupils 2

Scripts to support pupils

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



Ordinarily available provision in your setting

Guidance documents

Learning space conditions

Other visual approaches

Pedagogical principles

High quality teaching benefits pupils with SEND
The Five-a-day principle

- 1. Engage**
- 2. Organise and structure**
- 3. Differentiate**
- 4. Monitor progress**
- 5. Reflect**

Five-a-day-poster_1.1.pdf

Ordinarily available provision and SEN

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

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

Key steps for SEND identification

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

Key Steps for identification of pupils with SEND:

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

This is the graduated approach recommended by the SEND Code of Practice:

 - Assess:** identify the child's needs through formal and informal assessments.
 - Plan:** develop a support plan involving the SENCO (Special Educational Needs Co-ordinator), teachers, and parents.
 - Do:** implement the support strategies in the classroom and/or interventions.
 - Review:** regularly evaluate the effectiveness of the support and adjust as needed continuing the plan, do, review cycle.
- 3. SEN Support**

If a child is identified as requiring support with a SEND need which is additional to or different from the provision normally available:

 - They are placed on **SEN Support**.
 - An **Individual Education Plan (IEP)** or **Provision map** may be created to track provision and progress as part of the assess, plan, do, review cycle.
- 4. Ongoing monitoring and communication**
 - Regular reviews with participants.
 - Adjustments to support based on progress and plan, do, review cycle.
 - Transition planning.

Key steps for SEND identification 2

SEND identification

This document outlines key steps for SEND identification.

Class Provision Planning Template

Class: _____ | Term: _____ | Teacher: _____

Class Overview:

Number of pupils	
SEND	
Pupil Premium	
Other Key Groups	

Ordinarily Available Provision Available:

Environment	Flexible Seating and Outlets
Tasks	Multi-sensory option.
Visuals	Dual Coding.
Modelling	
Regulation	Stair Break (9.30, 10.15, 2.15)
Assessment	Mini Whiteboards, Optional

Targeted Provision:

Pupil/Group	Area of	Target/Du
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Class Profile Template Learning Behaviours

Engagement

Behaviour	Strengths	Needs	Strategies
Attending			
Independence			
Task Persistence			
Following Steps			

Social and Emotional Learning

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

Templates

This resource has class provision and profile planning templates.

Coming soon to Moodle+...

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

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

Primary

Planning

African Life KS2 Scheme of Work
 American Artist Year 6 Scheme of Work
 An Arctic World
 Anni Albers
 Anni Albers – the work of a craftsperson Scheme of Work
 Angels KS1
 Architects
 Art and Multiplication KS2 Scheme of Work
 Climate Change Primary Scheme of Work
 Colour and Shape KS1 Scheme of Work: An Art and Maths Project
 Crafty Ideas – using ephemera and fusible fibres to create collage, responding to the work of Liaqat Rasul
 Crazy for clay
 Crazy for clay – EYFS
 Crazy for clay KS2 Years 3 and 4
 Creatures KS1 Scheme of Work
 Cultures and drawing – Year 3 and 4
 Ephrem Kouakou
 Everyday drawing using inks Years 5 and 6
 Exploring painting Years 5 and 6
 Front cover for a Year 1 and 2 project: Investigating Form including drawing, painting, and sculpture
 Frozen: Art responding to an Arctic World
 Geometric patterns and collage KS1 scheme of work
 Geometric patterns and collage KS2 scheme of work
 Graffiti KS2
 Investigating Form – using Mod Roc
 Investigating Painting Scheme of Work (Years 3 and 4)
 Irresistible Painting Year 3 and 4 Scheme of Work
 Landscapes KS2
 Learning Journeys in Sketchbooks inspired by Clarice Cliff and Art Deco designs
 Learning Journey Shang Dynasty ideas
 Leonardo the Inventor
 LS Lowry & Cynthia B Crier – architecture Years 5 and 6
 Lost Words
 Magical Printing – combining monoprinting with inks and pastels and responding to the work of artist Lubaina Himid – KS2
 Magical Printing – using pastel monoprinting to look at the human figure and to respond to the artwork by Christopher Corr
 Make do and mend textiles KS1

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

Knowledge organisers

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

Literacy

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

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 – painting and textiles KS1
Assessment guide – geometric patterns and collage
Assessment guide – irresistible painting Year 3 and 4
Assessment guide – sculptural hangings KS1
Assessment guide – sculptural hangings KS2
Crazy for clay KS2 Years 3 and 4 assessment
Drawing, painting, printing progression of skills KS1
Drawing, painting, printing KS2, Years 5 and 6 progression of skills
KS1 self-evaluation guide
Sculpture progression of skills years 1 and 2
Sculpture Year 3 and 4 progression
Sculpture Year 5 and 6 progression

Leadership and management

Art Curriculum Statement, Vision, Policy
Basic Art Materials for Primary Schools
Colleague Art Self-Audit Survey
Learning journeys
Monitoring art provision in a primary school
Pupil voice interview prompts
Sequencing in sculpture
Three Knowledge areas in art, craft and design subject review (Ofsted 2023)

SEN and Art

Task plan templates

Art and Geography

Ideas for icy landscapes

Secondary

Planning

500 years of Leonardo da Vinci KS3/4
 Alma W Thomas Scheme of Work
 Anni Albers: The Work of 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
 Checklist to take a photograph
 Climate Change KS3 Scheme of Work
 Climate Crisis and Endangered Species – Year 8
 Craft Makers
 Create a landscape inspired by an artist using photoshop
 Creating an Onomatopoeia poster
 Dame Barbara Hepworth Sculpture park
 Elements Year 7 Starter Scheme of Work
 Everyday Forms KS4
 Exam expectations in Art and Photography GCSE
 Flat pack animal KS3/4
 Gargoyles – A Year 7 art, craft and design scheme of work
 Guidance for externally set assigned art GCSE presentation
 Habitats: The Wonder Garden – A Year 7 starter project
 Journeys – investigating Assemblage
 KS3 long term plan for sustainability in art
 Landscapes KS3 Scheme of Work
 Long-term Overview KS3/4
 Lottie Jackson-Eeles Scheme of Work
 Making a book
 Making a sandwich sketchbook
 Making Mobiles
 Mali Morris Scheme of Work
 Memories: Investigating Collage
 Memories: Investigating Collage KS3/4
 Natural world
 Nature collagraph KS3 and 4
 Objects – A Year 8 project inspired by Michael Craig-Martin
 Organisms – KS4 Scheme of Work
 Photoshop Shortcuts
 Planning for your final piece in your Art and/or Photography GCSE
 Possessions KS4

Pop Art and Onomatopoeia
 Progression and sequencing in your art curriculum
 Protecting the planet KS3/4
 Recycled collage – understanding sustainability
 Sarah Macdade Scheme of Work
 Sculpture and Architecture KS4 checklist
 Sepia – KS3 Photography
 Starting Points (Scheme of Work/Project Inspiration)
 The Life of Vinyl – examining Art and Music Scheme of Work
 Tim Wallace model car photography
 Tools – A scheme of work for Key Stage 3 or 4
 Using Photopea
 Year 6/7 Photography Botanicals
 Zentangle nets KS3-4

Leadership and management

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

Literacy

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

Assessment and progression

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

Sketchbooks

Example of an Art, Craft and Design sketchbook

Artists, craftsmakers, designers

Artist list

Do Nows

Do NOW - Draw leaf shapes

Do NOW - Draw the Apex of leaf shapes

Do NOW - Draw the Margins of leaf shapes

Do NOW - Nature Collagraph word search puzzle of leaf shapes

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

AI Research Review Posters

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

AI Myths poster

AI Myths poster

AI Chatbot lesson 1

Primary Chatbot lesson 1
Predict-the-next-word

AI Chatbot lesson 2

Primary Chatbot lesson 2
Parrot

AI Chatbot lesson 3

Primary Chatbot lesson 3
AI_Hallucination_Quiz_Easy
AI_Hallucination_Quiz_Easy_Answers

Flow of control

FlowOfControlCountControlled
FlowofControlForever
FlowofControlConditionControlledLoop

UKS2 Micro:bit Introduction Activity PRIMM

microbitintroPRIMM
microbitintroductionmarksheet

UKS2 Firework Loops Scratch PRIMM Resources

fireworkloopsUKS2Moodle+
fireworkloopsAnswersMoodle+

Python Turtle Support Sheet

Python Turtle Primary Support Sheet.pdf

Additional Needs - Primary

Additional needs – Primary

Spreadsheets Planning Google Sheets

Spreadsheet planning

Module resources

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

Year 1 Keyboard Planning IT and DL

Year 1 Keyboard Planning
Year 1 Keyboard Assessment
Keyboard layout

Year 1 Keyboard

caps
line
mistakes
spaces

IT Greenscreen Planning & Assessment Y4+

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

Greenscreen Videos

exportGreenscreenPicOrVideo
MultipleObjectsOnTimeline
newGreenscreenVideoForegroundPictureBack
trimTimeline

Greenscreen Media

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

IT Presentation 'PowerPoint or Google Slides' LKS2 Planning

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

Presentation Media Templates

Animation example
Compare slides
Roman Legacy
Which slide layout

Presentation Media Videos

Animations
imagemanipulation
insertimages
Modes
Themes
Transitions
whichlayout

Google forms for assessment examples

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

NCCE Pupil conferencing slide prompts KS2

NCCE pupil conference slides

IT DL Keyboard Knowledge Retrieval Practice Activities

HIAS retrieval practice keyboard KS1

IT Word processing 'Word or Wordpad' LKS2

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

Word processing Resources

Ada Lovelace Text
Andy Warhol Text
Fascinating Stone Age Facts
I can word process Text
Jumble Text 2 – easier read
Jumble Text answers
Jumble Text
Lists Text
Mary Anning Text – easier read
Mary Anning Text
Mummy Text
Wolves Text

Word Processing Assessment Sheet Solo Taxonomy
Word Processing Assessment Sheet General

IT Spreadsheets 'Google Sheets'

Google Sheets Animated GIFs overview

Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

Google Sheet Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

IT Knowledge Breakdown 'Declarative, Procedural, Conditional'

Knowledge taught and knowledge assessed

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

CS IT DL KS1 Computing Knowledge

KS1 Computing Knowledge

IT Word processing 'Google Docs'

Google Docs Animated GIF Overview

Google Doc Animated GIFs

gdoc_bold
gdoc_change_font
gdoc_italics
gdoc_numbered_list
gdoc_spellcheck2a

gdocs_aligntext2
gdocs_bullet
gdocs_colour_text
gdocs_large_small_text
gdocs_rename_save
gdocs_spellcheck1
gdocs_styles
gdocs_zoom

IT Presentation Media 'Google Slides'

Google Slides Animated GIFs Overview

Google Slides Animated GIFs

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

IT Word processing 'Microsoft Word'

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

IT Spreadsheets 'Google Sheets'

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

CS Programming 'Scratch'

Conditional Selection
Simple Variables
Boolean OR
Boolean AND
Boolean NOT

Learning Platform 'Google Classroom'

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

Word Processing Videos

Basic WP Skills Overview

Basic Word Processing Skills Video Help Files using Word Pad

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

Intermediate Word Processing Skills Using Microsoft Word Video Help Files

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

IT Pedagogy 'Connectivism'

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

CS Pedagogy

USE MODIFY CREATE
PRIMM
Coverage and Progression
Cognitive Load in Computing

DL File Systems 'Google Windows'

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

IT Green Screen

Green Screen

DL Online Safety 'Review'

Primary Online Safety

IT Stop Motion

Stop Motion Animation

IT Video Capture & Edition

Video Capture and Editing

KS2 Computing Science Programming Knowledge

KS2 Computing Science Knowledge

Secondary

AI Research Review Posters

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

AI Myths Poster

AI Myths Poster

Introduction to AI Lesson 1

Activity 2 AI Bot design
Y8-AI-Lesson1

Introduction to AI Lesson 2

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

Introduction to AI Lesson 3

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

Flow of control

FlowOfControlCountControlled
FlowOfControlForever
FlowOfControlConditionControlledLoop

KS3 Micro:bit Introduction Module

microbitintroPRIMM
microbitintroductionmarksheet

KS3 Firework Loops Scratch Module

fireworkloopsKS3
fireworkloopsAnswers

KS3 Nested Loops Microbit Neopixel Resource

NestedLoopsNeoPixel
NestedLoopNeopixelVideoAnswers

Python Turtle Support Sheets

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

Additional Needs in Computing

Additional Needs – Secondary

Sharing Scratch Links videos for LKS3 pupils

Sharing scratch projects
scratch_copy_link_paste_to_learning_platform

IT KS3 Presentation media videos

whichlayout
insertimages
Themes
Modes
imagemanipulation
Transitions
Animations

IT Google Sheets

Google Sheets Video Help Files

gsheet_add_numbers
gsheet_graph_locations
gsheets_conditional_formatting
gsheets_graphing
gsheets_teaching_protip

IT Google Sheets Animated GIFs

Google Sheets Animated GIFs overview

Google Sheets Animated GIFs

gsheet_divide
gsheet_formula_protip2
gsheets_meanaverage
gsheets_median
gsheets_modeaverage
gsheets_multiply
gsheets_name_cell
gsheets_repeated_patterns
gsheets_resize_columnsandrows
gsheets_subtract

IT Google Docs Animated GIFs

Google Docs Animated GIF Overview

Google Doc Animated GIFs

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

IT Google Slides Animated GIFs & Piskel Video Help

Piskel support videos

piskel_colour_palette
piskel_frames
piskel_moretools

Google Slides Animated GIFs

gslide_duplicate_slide
gslides_add_image_web
gslides_add_shape
gslides_addtextbox.
gslides_change_layout
gslides_delete_slide
gslides_duplicate_slide
gslides_grid_view
gslides_present_slides

gslides_transitions
slides_add_slide
slides_change_theme

IT Google Sheets

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

CS Handling Data Google App Script

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

IT Wordprocessing video help files

Basic WP Skills Overview

Basic Word Processing Skills Using Word Pad Video Help Files

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

Intermediate Word Processing Skills Using Microsoft Word Video Help Files

Dictate
Find and Replace
Invisible Formatting
Line Spacing
Subscript and Superscript
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IT Connectivism

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

CS Pedagogy

USE MODIFY CREATE
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Cognitive Load in Computing
Little Man Computer

CS Conditional Selection

Conditional Selection
Simple Variables
Boolean OR
Boolean AND
Boolean NOT

IT File Systems

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

CS IT DL KS3 Assessment

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

Primary

Substantive and Disciplinary Knowledge

Key Stage 1

Year 1 - Substantive and Disciplinary Knowledge - Food

Year 1 - Substantive and Disciplinary Knowledge - Sliders and Levers

Year 1 - Substantive and Disciplinary Knowledge – Structures

Year 1 - Substantive and Disciplinary Knowledge – Winders

Year 2 - Substantive and Disciplinary Knowledge – Food

Year 2 - Substantive and Disciplinary Knowledge – Textiles

Year 2 - Substantive and Disciplinary Knowledge – Wheels and axels

Lower Key Stage 2

Year 3 - Substantive and Disciplinary Knowledge – Food

Year 3 - Substantive and Disciplinary Knowledge – Structures

Year 3 - Substantive and Disciplinary Knowledge – Textiles

Year 4 - Substantive and Disciplinary Knowledge – Electrical Systems

Year 4 - Substantive and Disciplinary Knowledge – Food

Year 4 - Substantive and Disciplinary Knowledge – Mechanical Systems

Upper Key Stage 2

Year 5 - Substantive and Disciplinary Knowledge – CAMS

Year 5 - Substantive and Disciplinary Knowledge – Food

Year 5 - Substantive and Disciplinary Knowledge – Textiles

Year 6 - Substantive and Disciplinary Knowledge – Food

Year 6 - Substantive and Disciplinary Knowledge – Structures

Year 6 - Substantive and Disciplinary Knowledge – Textiles

Health & Safety Resources

Cooking and food activities in primary schools

Design and Technology Risk Assessments

Craft knife

Use of Craft Knife – risk assessment

Hot Glue Gun

Use of Glue Gun – risk assessment

Junior Hacksaw

Junior Hacksaw – risk assessment

Hand drill

Use of Hand drill – risk assessment

Risk Assessment Template

Health and Safety items

Food Technology Resources

Different Types of Food

KS1 Different types of food

KS1 Different types of food – breakfast worksheet

KS1 Different types of food – lunch worksheet

KS1 Different types of food – dinner worksheet

KS1 Different types of food – sensory food template

KS1 Different types of food – special occasions worksheet

Why do we need food?

KS1 Why do we need food

Assessment Resources

Desired Impact in Food Technology

D&T Practical Resources

Early Years Design and Technology

Design and Technology in the Early Years

Early Years Continuous Provision Resources

KS1 Design and Technology

KS1 Glove Puppets

KS1 Structures Project

KS1 Vehicles, Wheels and Axles

KS1 Winders and Winches

KS1 Winders and winding up

Teaching resources for DT KS1

Teaching resources for DT KS2

KS2 Design and Technology

KS2 (Early) Designing and Making Vehicles

KS2 (Early) Lamps and Lanterns

KS2 (Early) Money Containers

KS2 (Early) Picture Frames

KS2 (Late) Motorised frameworks

KS2 (Late) Moving Mouth Puppets

KS2 (Late) Moving Toys and Cam Mechanisms

KS2 Lamps and Lanterns Project – Design criteria and initial ideas

KS2 Lamps and Lanterns Project – Final design

KS2 Lamps and Lanterns Project – Plan of making

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

Do Now Activity

Do Now Activities

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

Primary

Primary English Curriculum and Progression

Pen portraits and curriculum priorities

Curriculum priorities

Reading Pen Portraits and suggested curriculum priorities - NEW!

Writing Pen Portraits and suggested curriculum priorities - NEW!

Long Term Writing Progression - linked to Pen Portraits - NEW

Year 6 – resources and assessment for KS2

Year 6 SATs reading revision materials

Year 6 reading test revision materials

NEW Updated SATS Revision Guide

Editable Discussion Slide Template

Year 6 summer writing journeys with multiple outcomes

Year 6 summer term writing journeys with multiple outcomes

Rock, Paper Scissors

Rock, paper, scissors Year 6 Summer Learning Journey

Rock, paper, scissors - Teaching Guidance

Holes

Holes Year 6 Summer Learning Journey

Holes - Teaching Guidance

Using Question-Level Analysis in Mock SATs

Question-Level Analysis Resources

KS2 Reading paper QLA resources

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

2023 Question-Level Analysis Tool - KS2 Reading Paper 2023

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

2025 Question-Level Analysis Tool - KS2 Reading Paper 2025

Spelling test

Spelling analysis

Grammar and Punctuation Tests

Sentence grammar questions

Punctuation questions

Word class questions

Vocabulary questions

Writing – developing a rich text led curriculum

HIAS Example Learning Journeys

KS 1

Key Stage 1 example writing learning journeys

HIAS Learning Journey 3-step approach

Year 1

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

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

The Storm Whale – Year 1 Spring term 1

Super Silly Museums Year 1 Spring term 1

Year 2

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

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

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

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

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

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

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

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

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

Lower KS 2

Lower Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

Year 3 units

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

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

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

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

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

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

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

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

Year 4 units

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

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

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

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

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

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

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

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

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

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

Upper KS 2

Upper Key Stage 2 writing exemplar journeys

HIAS Learning Journey 3-step approach

Year 5 units

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

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

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

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

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

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

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

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

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

Year 6 units

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

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

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

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

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

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

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

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

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

Year 5/6

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

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

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

Year 5/6 - The Buried Crown by Ally Sherrick

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

Planning for Mixed-Age Classes

Guiding Principles

Mixed-age planning guidance

Long-term curriculum planning

Exemplar KS1 Mixed-Age Long-Term Curriculum Overview

Exemplar KS2 Mixed-Age Long-Term Curriculum Overview

Learning Journey planning

KS1 Mixed Age Learning Journey Planning – Rapunzel by Bethan Woollvin

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

Summer learning journeys with multiple outcomes

Multiple outcomes from the same driver

Multiple writing outcomes with greater independence in summer term

A Planet full of Plastic Year 2

The Firework Makers Daughter Year 3

Alma Year 6

Year 6 post lockdown 1 units

Some Writer teaching sequence

Some Writer

Wild World teaching sequence

Wild World

Moth An Evolution Story teaching sequence

Moth An Evolution Story

Raising Standards in Editing and Evaluating

The HIAS Editing Toolkit

'Step 1' and 'Step 2' editing explained

The editing and redrafting process explained

Engaging approaches to editing and redrafting

Flow diagram for teachers to improve the editing process

Resources to support step 1 and 2 editing

How to be a good editing buddy prompt card

Year 1 editing strips

Year 2 editing strips

Editing stations planner

Example KS2 cohesion editing mat

Example KS2 editing mat for paragraphing

Example Year 6 mat for editing and redrafting

Pupil Conferencing

Using pupil conferencing to improve writing

Pupil Conferencing videos

Pupil conferencing v2.1

Editing and Metacognition

Applying metacognitive thinking to editing and evaluating

Applying metacognitive thinking to the process of editing and evaluating writing

Master pupil card for editing

Exploring the Potential of Rich Texts

Exploring the potential of rich texts as drivers for writing

Years 1 and 2

Lost and Found by Oliver Jeffers

Years 3 and 4

Cinnamon by Neil Gaiman

The Promise by Nicola Davies

Years 5 and 6

The Lost Words by Robert MacFarlane

Phoenix by S.F. Said

Grammar in Context

Engaging Ideas for Embedding Grammar Effectively in Rich Contexts

Explain, change, create approach

Explain, change, create

Progression in writing

Progression documents

Writing progression

Modelled, shared and guided writing

Modelled, shared and guided writing sequence prompts

Video

Modelled, Shared and Guided Writing 2024-25

Reading - developing effective teaching and planning

Example Reading Sequence Planning

Example Plans for Reading

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

Year 1 and 2 example reading plans

NEW A Book of Bears by Katie Viggers - Year 2

NEW The Great Paper Caper by Oliver Jeffers - Year 2

Year 3 and 4 example reading plans

After the Fall - TWIST ON A TRADITIONAL TALE

It Starts with a Seed - POETRY AND FLUENCY FOCUS

The Thames and Tide Club by Katya Balen – NOVEL

The Romans - NON-FICTION COLLECTION

The Search for the Giant Arctic Jellyfish - SOPHISTICATED PICTURE BOOK

The Street Beneath My Feet - SOPHISTICATED ILLUSTRATED NON-FICTION

Race to the Frozen North - BARRINGTON STOKE DYSLEXIC FRIENDLY TEXT

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

Year 5 and 6 example reading plans

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

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

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

Pegasus by Eleanor Farjeon - POETRY AND FLUENCY FOCUS

SATs Revision Guide Year 6

Resources

Editing slide for discussion template

Updated SATs Revision Guide

Key documents available in Open Resources

Whole school reading audit Sept 2022

Reading audit from Open Resources

Phonic readers and book band guidance

Phonic readers and book band guidance from Open Resources

Exploring the Potential of Rich Texts

Years 1 and 2

Text Potential – Lost and Found by Oliver Jeffers

Years 3 and 4

Cinnamon by Neil Gaiman

The Promise by Nicola Davies

Years 5 and 6

The Lost Words by Robert MacFarlane

Phoenix by S.F. Said

Support in Choosing Quality Text Drivers for English

HIAS Text Drivers Spreadsheet FREE sample

English Text Drivers FREE Sample to Download

Teaching Reading for Comprehension

Modelling

Teaching Reading for Comprehension 1 Modelling

Tin Forest Think Aloud Example Year 2

Pre-reading

Teaching Reading for Comprehension 2

Pre-reading

Text Marking for Pre-reads

Questioning

Teaching Reading for Comprehension 3 Questioning

Question Stems using Tennent's three levels

Dialogic Talk

Teaching Reading for Comprehension 4 Dialogic talk

Rich Tasks

Teaching Reading for Comprehension 5 Rich tasks

HIAS Yr 1 and 2 Guided Reading Activity Ideas

HIAS Yr 3 and 4 Guided Reading Activity Ideas

HIAS Yr 5 and 6 Guided Reading Activity Ideas

HIAS Reading Journal guidance and progression

A Collection of Ideas to Support the Teaching of Poetry

CPD for teachers

Reading and Performing Poetry

Poetry in the Primary Curriculum

Poetic Forms

Supporting the role of English leadership

Supporting learners of EAL in primary English

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

Supporting Learners of EAL in Primary English

Book looks

Guidance for reviewing quality learning journeys in writing

Guidance document for effective HIAS learning journeys in writing

Reflections document to annotate alongside guidance

Planning and book monitoring videos

Year 1 Learning Journey video

Year 3 Learning Journey video

Year 6 Learning Journey video

Book and planning monitoring guidance

English monitoring guidance

Curriculum design and implementation

English curriculum guidance

Long-term overviews

Year 2 Long-term Overview Example

Year 5 Long-term Overview Example

Long-term overview – blank for editing

Post lockdown 3.0 guidance

Guidance document including exemplar planning

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

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

Year 1

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

Year 2

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

Year 3

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

Year 4

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

Year 5

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

Year 6

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

Phonics and early reading

Inclusive Phonics Practice: Guidance Materials

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

Phonics in action: 1-to-1 reading

1-1 Reading: guidance and video exemplification

- Step 1 and step 2 explained
- 1:1 reading video

Early Reading

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

- The importance of a '3 reads' approach for early readers in KS1 and KS2
- '3 Reads' information grid

Phonic Readers and Book Band Guidance

Whole Class Phonics

Guiding Principles

- Guiding Principles of Whole Class Phonics

Phonics Toolkits

- KS1 Phonics Toolkit
- Year 3 and 4 Phonics Toolkit

SEN Support

SEND Best Practice

- SEND Best Practice Guide – English

Explicit vocabulary teaching

Etymology – Greek and Latin roots

Etymology

- Blank master editable

Greek roots

- Greek Roots A-M primary
- Greek Roots N-Z primary

Rich tasks to build vocabulary knowledge

Approaches to Building Vocabulary

Effective assessment in English

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

- KS1 STA collections
- KS2 STA collections

Internal assessment (including HAM materials and exemplification)

Updated HAM English documents

HAM Version 6 updated July 21

- Hampshire Assessment Model Reading Y1-6
- Hampshire Assessment Model Writing Y1-6
- Version 6 updates summary

Version 5

- HAM Writing Documents Yrs 1-6
- HAM Reading Documents Yrs 1-6

HIAS Reading beyond ARE

Year 1

- Reading – Beyond ARE – Ivy
- Video

Year 3

- Reading – Beyond ARE – Stephanie
- Video

Year 4

- Reading – Beyond ARE – Elodie
- Video

Year 5

- Reading – Beyond ARE – Emily
- Reading – Beyond ARE – Rose
- Video – Rose
- Video – Emily

HIAS Writing Beyond ARE

Year 1

- Writing – Beyond ARE – Nate
- Writing – Beyond ARE – Ivy

Year 3

- Writing – Beyond ARE – Ellen
- Writing – Beyond ARE – Ava

Year 4

- Writing – Beyond ARE – Cerys
- Writing – Beyond ARE – Leila

Year 5

- Writing – Beyond ARE – Emily
- Writing – Beyond ARE – Rose

HIAS Writing Expected Standard

Year 1

HAM Writing Exemplification – Isabel

Year 2

NEW – Year 2 – HAM Writing Exemplification – Pupil A

NEW – Year 2 – HAM Writing Exemplification – Pupil B

Year 3

HAM Writing Exemplification – Samuel

HAM Writing Exemplification – Eva

Year 4

HAM Writing Exemplification – Elizabeth

HAM Writing Exemplification – Michelle

Year 5

HAM Writing Exemplification – Amelie

HAM Writing Exemplification – Andrew

HIAS Reading Expected Standard

Year 1

Year 1 – Eurisa (EAL)

Year 1 – Oliver

Eurisa video clip

Oliver video clip

Year 3

Year 3 – Isla

Year 3 – Katie

Isla video clip

Katie video clip

Year 4

Year 4 – Petrina

Year 4 – Thomas

Petrina video clip

Thomas video clip

Year 5

Year 5 – Caitlin

Year 5 – Deacon

Caitlin video clip

Deacon video clip

Spelling

HIAS spelling progression

Example Progression Year 1-6

HIAS Spelling Progression – updated autumn 24

Diagnostic Spelling Assessment

Ben's Cat Assessment Resources

Ben's Cat – Diagnostic Spelling Assessment Dictation Script and Explanation

Ben's Cat – How to Use the Diagnostic Spreadsheet

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Ben's Cat – Spelling Dictation Analysis Spreadsheet

Morpheme Matrices

Morphology

<http://www.neilramsden.co.uk/spelling/matrix/temp/index.html.url>

Morpheme matrices

Exploring morphology examples

Morphology Graphic Organiser

Word Matrices

Becoming an Effective Speller

Resources to support understanding of morphemic, orthographic, etymological, and visual approaches to spelling

Becoming an effective speller

Exploring ways to learn new spellings – a variety of approaches

Spelling games and investigations

Planning teaching of spelling from error analysis

Creating a rich learning environment

Creating rich reading environments

The Reading Environment

English Working Walls

HIAS principles of working walls

How to create and use working walls effectively

Transition Units

Year 6 to 7 transition

Planning

Year 6 Transition Learning Journey

Year 7 Transition Learning Journey

Reciprocal Reading Guidance

Year 6 Resources

Object Setting Theme

Tree Images and Continuum

Visual Organiser

Year 7 Resources

Bag of Words

Letter to Class

Multidimensional Fluency Scale

Second Letter Cloze Exercise

Second Letter Full

Tension Graph

Vocab Ideas

Secondary

Tackling disadvantage in English

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

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

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

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

TED9 Project findings 2 - challenges and hindrances in English lessons

TED9 Project findings 3 - project summaries and impact Executive Functioning in English Lessons

English Subject Leadership

The life of an English subject leader

Analysis and action 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

Leadership and thinking prompts

Whole School Literacy – things to think about

Reading leadership at all levels

Academic Extension Reading in English

Strategies to build confidence and fluency

Academic Extension Reading in English – classroom reading strategies

Academic Extension Reading in English – vocabulary preparation and clarification strategies

Improving writing at KS3

The role of explicit teaching at sentence and paragraph level

Year 7 writing assessment and progression materials

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

Guided writing practice for KS3

Guided writing at KS3 - CPD slides

Guided writing at KS3 guidance

Underpinning knowledge – addressing gaps in writing knowledge

Barriers to the Year 6 expected standard

Securing sentence grammar

Securing straightforward punctuation

Securing paragraphing

Writing and punctuating dialogue

Expanding sentences to add detail

Maintaining and building upon KS2 writing standards

Creating cohesion in narrative writing

Using the senses in narrative writing

Critical writing at sentence level

Critical writing sentences – sentence expanding

Critical writing sentences – sentence combining

Degrees of certainty in critical writing

Killgallon's sentence composing strategies

Sentence Imitation

Sentence Unscrambling
Sentence Combining
Sentence Expanding

Curriculum Design

12 principles for secondary English curriculum design

Secondary curriculum design series

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

Part 2: English Language in the KS3 curriculum

Part 3: Progression principles in English curriculum design

Part 4: Pitch and expectations in English at KS3

Part 5: Pedagogy for English

Explicit Vocabulary Teaching

Ideas and strategies for teaching vocabulary

Understanding vocabulary tiers

Clarifying unfamiliar vocabulary

Using simple task designs to develop sophisticated vocabulary

Pre-loading vocabulary

Morphology

Understanding morphology

Etymology

Greek roots A-D

Greek roots E-H

Greek roots I-M

Greek roots N-S

Greek roots T-Z

Latin Roots A-D

Latin Roots E-H

Latin Roots I-M

Latin Roots N-R

Latin Roots S-Z

Developing Critical Writing

Introduction

Introduction to progression in critical writing

Expectations of written responses to texts in Year 6

Expectations in Year 6

Starting to write critically in Year 7

Developing critical writing in Year 8

Writing critically by the end of Year 9

Polishing critical writing for high attainment at KS4

Critical writing at KS4

Progression in assessment of critical writing

Assessment of and through critical writing

KS2-3 Transition

Academic Transition

A Guide to Supporting Academic Transition

Journey through the Key Stages

Writing progression across primary

Primary writing progression guidance

Building on the familiar in early Year 7

KS3 Curriculum, Assessment and Resources

GCSE-readiness by the end of Year 9

What does GCSE-ready mean?

Improving writing at KS3 – Year 7+

KS2 Writing Expectations Extended to Year 7

Year 7 Writing Pen Portrait

Year 7 Writing Teach and Secure sequence

KS3 Writing Curriculum

KS3 Writing Curriculum Decision Prompts

Elements of narrative writing at KS3

KS3 Curriculum and Assessment Model

Key Stage 3 Model

Progression in Assessment at KS3

Domain Level KS3 Progression to GCSE AOs

KS3 English Diagnostic Assessment Tool – Reading

KS3 English Diagnostic Assessment Tool – Writing

KS4 Curriculum, Assessment and Resources

Diagnostic assessment – writing

Diagnostic grid for writing – content, ideas, and intentions

Diagnostic grid for writing – structure and organisation

Diagnostic grid for writing – narrative/descriptive

Accessing top grades

Why is it not a Grade 7?

Exploring language choices

GCSE English Literature

Macbeth Cumulative Review Questions

Peer coaching cards for critical writing in response to literature

Radial question prompts for response to Shakespeare

Using radial questions to deepen understanding and support discussion

Exploring layers of meaning within figurative language choices

75-word challenges

Resources

Thinking Maps

Revision Loop – Theme: Inequality

Responding to Text Structure

Addressing the Barriers in Reading at GCSE

KS3 and KS4 Learning Journey Planning

KS3 Planning Guidance

Planning Process

The Island at the End of Everything – Year 7

The Island at the End of Everything Year 7 Learning Journey

The Island at the End of Everything Resources

Karl Nova: Rhythm and Poetry - Year 7

Karl Nova Year 7 Learning Journey

Rhythm and Poetry Resources

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

Ray Bradbury Short Stories - Year 9

Ray Bradbury Year 9 Learning Journey

Supporting Resources

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

Key Stage 4 Writing Journeys

Night-Time Writing Journey

MIND-MAP examples

Night-Time Images and Quotations

Night-Time Teaching Ideas

Night Walks - Dickens - extra text for enrichment

Identity, Self and Society Writing Journey

Jigsaw words and extended metaphors for cohesion

Metaphor word bank starters

Personality layers – Russian dolls

Fear and Helplessness Writing Journey

KS4 Writing Journey – Fear and Helplessness

Doors to the Unknown Writing Journey

KS4 Writing Journey – Doors to the Unknown

Spelling

Diagnostic Spelling Assessment

Ben's Cat – Diagnostic Spelling Assessment

Ben's Cat – Using the Diagnostic Spreadsheet

Ben's Cat Diagnostic Spelling Analysis

Resources

Spelling Strategies

Becoming an effective speller

Planning the teaching of spelling through error analysis

Spelling Error Analysis

Quality Texts

KS3 Book Lists

KS3 Book List Non-Fiction

KS3 Book List Novels

Oracy and Spoken Language

Building high-quality oracy in the classroom

Dialogic Talk – Teaching Reading for Comprehension

Structured classroom talk (think-pair-share)

Action Planning

Resources

Action Planning Examples

Action Planning

Primary

Primary Moodle+ Resources

Leading Geography

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

An Interpretation of the Geography National Curriculum

Geography Enquiry Approach

Leading Geography in my school

Pupil Survey for Geography

Geography Staff Meeting

What resources does my school need to teach geography

Being 'Ofsted ready'

All things fieldwork – A planning resource for primary geography

Understanding disciplinary knowledge

Supporting Primary Geography in the Mixed-Age Classroom

Longitudinal Studies

A Guide to Longitudinal Studies

Science Long Term Study Planning Template – printable

Year 1 sheet (adults can scribe)

Year 2 sheet (adults can scribe)

Medium Term Plans

KS1 non-European Study MTP

MTP KS1 Martha Maps it Out

Transition KS1-2 MTP

KS2-3 Transition MTP

KS1 MTP Our neighbourhood our community

A Geography Place Study - guidance

KS1 – Are they here? #1

KS2 – Rivers #2

KS1 – My Local Park #3

KS2 – Volcanoes and Earthquakes #4

KS2 – Biomes and Climate Zones #5

KS2 – Economic Activity #6

KS2 – Natural Resources #7

KS1 – Hot and Cold Areas #8

KS2 – Rivers #9

KS1 – Brilliant Beaches #10

KS2 – Natural Resources #11

KS2 – Comparative place – Rio de Janeiro #12

KS2 – Egyptians #13

KS1 – Locational Knowledge

KS2 – Locational knowledge #1

KS2 – Locational knowledge #2

What is the word?

What is the word #1 Beach Coast Harbour Ocean

What is the word #2 City Town Village House

What is the word #3 Sea Port River Cliff

What is the word #4 Factory Farm Office Shop

What is the word #5 Forest Hill Soil Vegetation

What is the word #6 Mountain Valley Season Weather

Teaching Ideas

Teaching idea #1 – The Local Area

Teaching idea #2 – Continents and Oceans

Teaching idea #3 – Human or Physical

Teaching idea #4 – Similar or Different

Teaching idea #5 – Playing Games with the Atlas

Teaching idea #6 – Identifying in Geography

Teaching idea #7 – Describing in Geography

Teaching idea #8 – Explaining in Geography

Teaching idea #9 – Comparing in Geography

Teaching idea #10 – Evaluating in Geography

Teaching idea #11 – Fieldwork Process and Methods

Teaching idea #12 – KS1 Fieldwork Questions

Teaching idea #13 – KS2 Fieldwork Questions

Teaching idea #14 – Home learning activities

Teaching idea #15 – Supporting pupils with SEND

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

Teaching idea #17 – KS1 work examples

Teaching idea #18 – KS2 work examples

Retrieval in Geography

Five for Five

Key Stage 1: Where am I?

Where am I KS1 #1 Antarctica

Where am I KS1 #2 Africa

Where am I KS1 #3 Atlantic Ocean

Where am I KS1 #4 Arctic Ocean

Where am I KS1 #5 Asia

Where am I KS1 #6 Europe

Where am I KS1 #7 Indian Ocean

Where am I KS1 #8 North America

Where am I KS1 #9 Oceania

Where am I KS1 #10 Pacific Ocean

Where am I KS1 #11 South America

Where am I KS1 #12 Southern Ocean

Key Stage 2: Where am I?

Where am I KS2 #1 Naples Italy

Where am I KS2 #2 London UK

Where am I KS2 #3 New York USA

Where am I KS2 #4 Rio de Janeiro Brazil

Where am I KS2 #5 Morocco

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

Assessment

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

Reading

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

Locational Geography

Key Stage 1: Where am I?

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

Key Stage 2: Where am I?

Supporting children in Key Stage 1 with locational knowledge
Where am I KS2 #1 Naples Italy
Where am I KS2 #2 London UK
Where am I KS2 #3 New York USA
Where am I KS2 #4 Rio de Janeiro Brazil
Where am I KS2 #5 Morocco
Where am I KS2 #6 Russia
Where am I KS2 #7 New Zealand

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

Monitoring

Medium Term Plans

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

Assessment

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

Literacy

What is the word?

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

Reading

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

Leading Geography

Primary Moodle+ Resources

Teaching new geography content

Leading Geography

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

An Interpretation of the Geography National Curriculum

Geography Enquiry Approach

Leading Geography in My School

Pupil Survey for Geography

What resources does my school need to teach geography

Geography Staff Meeting

Fieldwork Staff INSET Presentation slides

Fieldwork planning slides for INSET

Understanding disciplinary knowledge

Teaching Ideas

Teaching idea #1 – The Local Area

Teaching idea #2 – Continents and Oceans

Teaching idea #3 – Human or Physical

Teaching idea #4 – Similar or Different

Teaching idea #5 – Playing Games with the Atlas

Teaching idea #6 – Identifying in Geography

Teaching idea #7 – Describing in Geography

Teaching idea #8 – Explaining in Geography

Teaching idea #9 – Comparing in Geography

Teaching idea #10 – Evaluating in Geography

Teaching idea #11 – Fieldwork Process and Methods

Teaching idea #12 – KS1 Fieldwork Questions

Teaching idea #13 – KS2 Fieldwork Questions

Teaching idea #14 – Home learning activities

Teaching idea #15 – Supporting pupils with SEND

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

Teaching idea #17 – KS1 work examples

Teaching idea #18 – KS2 work examples

Teaching guides

Teaching Tectonic Hazards in Key Stage 2 and Key Stage 3

Secondary

Leading Geography

Secondary Moodle+ Resources

7 steps for supporting students with SEND

Leading Geography

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

Teaching Geography

Secondary Moodle+ Resources

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

Teaching guides

Teaching Tectonic Hazards in Key Stage 2 and Key Stage 3

Geography Skills

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

Retrieval Activities in Geography

Five for five
Odd one out activity
25 points

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AI and EdTech in Geography

New Sept 2025 Using AI in Geography

Edtech tools Part 1

Edtech tips and tricks

Edtech tools to support students with SEND

Geography Teaching Activities

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

Geography Teaching

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

Where am I?

Where am I KS3 #1 – #9

GCSE

GCSE Skills

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

GCSE AQA

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

MCQ – Physical Landscapes in the UK

GCSE Edexcel B

Fieldwork Recording Grid

Edexcel Exam Format Quiz

Edexcel B key words – Hazardous Earth

Edexcel B key words – Development Dynamics

Edexcel B key words – Challenges of an Urbanising World

Edexcel B key words – The UK's Evolving Physical Landscape

Edexcel B key words – The UK's Evolving Human Landscape

Edexcel B key words – People and Environment Issues

GCSE OCR B

OCR B Personalised Learning Checklist – Global Hazards

OCR B Personalised Learning Checklist – Changing Climate

OCR B Personalised Learning Checklist – Distinctive Landscapes

OCR B Personalised Learning Checklist – Sustaining Ecosystems

OCR B Personalised Learning Checklist – Urban Futures

OCR B Personalised Learning Checklist – Dynamic Development

OCR B Personalised Learning Checklist – UK in the 21st Century

OCR B Personalised Learning Checklist – Resource Reliance

Literacy

Vocabulary

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

What are the words?

What are the key words #1 Rio beach Looe harbour

What are the key words #2 NZ harbour UK landscape

What are the key words #3 River Thames Morocco desert

Book Corner

Geography Reading Books – North America

Geography Reading Books – South America

Geography Reading Books – Oceania

Geography Reading Books – Europe

Geography Reading Books – Africa

Geography Reading Books – Asia

Geography Reading Books – Arctic and Antarctica

Supporting disciplinary literacy

Reading like a geographer

Home Learning

KS3 Homework

Water homework

Rivers homework

Population homework

Hazards homework

Extreme Environments homework

Our World Homework

Primary

Additional History HITS Strategies

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

Documents

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

History film clips and podcasts

Film clips for Key Stage 1
Podcasts for teacher CPD

Planning resources

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

Teaching resources

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

Secondary

Guidance on history leadership

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

Guidance on teaching history

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

Resources for teaching KS3 history

Why is Putin rewriting the history of WWII?

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

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

Bristol Bus Boycott

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

Bristol Bus Boycott Lesson 2 Resource 2: case studies

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

Bristol Bus Boycott Lesson 2 Resource 4: Worksheet

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

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

Eleanor of Aquitaine

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

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

Kingdom of Benin

KS3 Curriculum of teaching African Kingdoms from Priestlands School

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

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

Lesson 2 – should the African Kingdoms be returned?

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

Arkwright Lesson Plan

Arkwright Lesson Plan

Hampshire Arkwright Lessons Resources

Teaching the History of the Islamic World

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

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

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

Resistance to colonial slavery in Jamaica

Jamaican Resistance Enquiry Teaching materials resource 1 and 2

Black presence in Roman Britain

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

A Window on India

A Window on India Enquiry Resource 1

A Window on India Resource 2 Character cards

A Window on India Resource 3 Subject knowledge for teachers on the enquiry sources

Resources for teaching KS4 history

GCSE paper guides

Hampshire GCSE Paper Student Guides AQA

Hampshire GCSE Paper Student Guides EDEXCEL

Hampshire GCSE Paper Student Guides EDUQAS

Hampshire GCSE Paper Student Guides OCR

Effective revision

GCSE History Revision Ideas

Making Revision Personalised

Revising GCSE Knowledge Content

Primary

Planning and assessment

Hampshire Schemes of Learning Updated 2023

Long Term Maps

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

Long term maps – Year 1-6 mixed class

Medium Term Plans

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

Medium Term Plans – Mixed Year Groups

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

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

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

Year 1 Unit Plans

1.1 – 1.15 Unit Plan

Year 2 Unit Plans

2.1 – 2.15 Unit Plan

Year 3 Unit Plans

3.1 – 3.16 Unit Plan

Year 4 Unit Plans

4.1 – 4.16 Unit Plan

Year 5 Unit Plans

5.1 – 5.18 Unit Plan

Year 6 Unit Plans

6.1 – 6.18 Unit Plan

Reasoning and Intelligent Practice Tasks

Year 1

Year 1 - Autumn term - Reasoning and Intelligent Practice

Year 1 - Spring term - Reasoning and Intelligent Practice

Year 2

Year 2 - Autumn term - Reasoning and Intelligent Practice

Year 2 - Spring term - Reasoning and Intelligent Practice

Year 3

Year 3 - Autumn term - Reasoning and Intelligent Practice

Year 3 - Spring term - Reasoning and Intelligent Practice

Year 4

Year 4 - Autumn term - Reasoning and Intelligent Practice

Year 4 - Spring term - Reasoning and Intelligent Practice

Year 5

Year 5 - Autumn term - Reasoning and Intelligent Practice

Year 5 - Spring term - Reasoning and Intelligent Practice

Year 6

Year 6 - Autumn term - Reasoning and Intelligent Practice

Year 6 - Spring term - Reasoning and Intelligent Practice

Faded Scaffolds and Intelligent Practice

Year 1

1.1 – 1.15 Faded Scaffold and Intelligent Practice

Year 2

2.1 – 2.15 Faded Scaffold and Intelligent Practice

Year 3

3.1 – 3.16 Faded Scaffold and Intelligent Practice

Year 4

4.1 – 4.16 Faded Scaffold and Intelligent Practice

Year 5

5.1 – 5.18 Faded Scaffold and Intelligent Practice

Year 6

6.1 – 6.18 Faded Scaffold and Intelligent Practice

Paired Examples

Year 1

Paired example Unit 1.1 – 1.15

Year 2

Paired example Unit 2.1 – 2.15

Year 3

Paired example Unit 3.1 – 3.16

Year 4

Paired example Unit 4.1 – 4.16

Year 5

Paired example Unit 5.1 – 5.18

Year 6

Paired example Unit 6.1 – 6.18

Entry and Exit Tickets

Year 1 – Entry and Exit Tickets

HIAS SoL Year 1 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 1 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 2 – Entry and Exit Tickets

HIAS SoL Year 2 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 2 Entry and Exit Tickets – Spring Term

HIAS SoL Year 1 Entry and Exit Tickets – Summer Term

Year 3 – Entry and Exit Tickets

HIAS SoL Year 3 Entry and Exit Tickets – Autumn Term

HIAS SoL Year 3 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term
Year 4 – Entry and Exit Tickets

HIAS SoL Year 4 Entry and Exit Tickets – Autumn Term
HIAS SoL Year 4 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term
Year 5 – Entry and Exit Tickets

HIAS SoL Year 5 Entry and Exit Tickets – Autumn Term
HIAS SoL Year 5 Entry and Exit Tickets – Spring Term
HIAS SoL Year 1 Entry and Exit Tickets – Summer Term
Year 6 – Entry and Exit Tickets

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

Interleaving, Recall and Retrieval

Year 1 – Interleaving, Recall and Retrieval

Retrieval Year 1 Unit 1.1 – 1.15

Year 2 – Interleaving, Recall and Retrieval

Retrieval Year 2 Unit 2.1 – 2.15

Year 3 – Interleaving, Recall and Retrieval

Retrieval Year 3 Unit 3.1 – 3.16

Year 4 – Interleaving, Recall and Retrieval

Retrieval Year 4 Unit 4.1 – 4.16

Year 5 – Interleaving, Recall and Retrieval

Retrieval Year 5 Unit 5.1 – 5.18

Year 6 – Interleaving, Recall and Retrieval

Retrieval Year 6 Unit 6.1 – 6.18

Connect4Maths – Primary

Year 1 – Connect4Maths

Connect4Maths Unit 1.1 – 1.15

Year 2 – Connect4Maths

Connect4Maths Unit 2.1 – 2.15

Year 3 – Connect4Maths

Connect4Maths Unit 3.1 – 3.16

Year 4 – Connect4Maths

Connect4Maths Unit 4.1 – 4.16

Year 5 – Connect4Maths

Connect4Maths Unit 5.1 – 5.18

Year 6 – Connect4Maths

Connect4Maths Unit 6.1 – 6.18

Year 6 SATs Preparation Resources

Year 6 SATs Preparation Resources – 2026

Year 6 2026 Maths Revision Plan

Conceptual Variation Tasks

C4 Add and subtract to solve problems

C5 Properties of number – multiples, factors, primes, squares and cubes

C6 Multiply and divide mentally

C7 Divide using written methods

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C7 Multiply using written methods

C8 Solve problems – working backwards

F1 Recognise, find, write, name and count fractions

F2 Equivalent fractions

F3 Comparing and ordering fractions

F4 Add and subtract fractions

F6 Fraction and decimal equivalence

F9 Multiply and divide decimals

F10 Solve problems with decimals

F10 Solve problems with fractions

F12 Solve problems with percentages

G4 Angles

N3 Place Value

N4 Rounding

P2 Describe position, direction and movement

2025 Reasoning and Intelligent Practice Tasks

Developing Reasoning – 2025 update

Year 6 Weekly Revision Variation Examples – 2022

Year 6 Week 1-14 revision_variation example

Year 6 SATs Preparation Resources – 2025

Year 6 2025 Maths Revision Plan

Year 6 Week 1-15 revision_2024 SATs anchor tasks

Reasoning and Intelligent Practice Tasks

Year 6 Week 1-15 reasoning task

Year 6 SATs Preparation Resources – 2024

Year 6 Maths Revision Plan 2024

Year 6 Weekly Revision SATs tasks 2024

Year 6 Week 1-15 revision_2023 SATs anchor tasks

General Resources

Year 6 Developing Reasoning

Year 6 Guidance Document – Using a framework for reasoning questions

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

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

Helping pupils to understand the concept of ‘scaling’

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

Year 6 Guidance Document – Integers

Year 6 Guidance Document – Decimals

Year 2 Assessment Guidance – Spring and Summer

Hampshire Assessment Model

Year 1-6 Milestone3 Assessment Sheets May 2021

Planning Templates

Planning a unit of work – revised

Revised Planning a Unit of Work

Developing Maths through a Key Task

Planning for Remote Learning

Remote Learning Flow Diagram

Remote Learning Diagram with notes

Maths resources

Key Stage 1 Key Facts Document

Mastering Times Tables Document

SEND Case Study Good Practice Guide – Mathematics

Primary Number Facts: Matching cards to support recall and retrieval

Number Bonds and Complements

Complements to 1 - hundredths

Complements to 1_tenths

Complements to 100 – multiples of ten

Complements to 100 – two-digit numbers

Number Bonds to 10

Number Bonds to 20

Fractions, Decimals, Percentages and Ratio

Fractions – fifths, tenths, hundredths

Fractions – halves, quarters, eighths

Fractions – thirds, sixths, ninths

Ratio and Proportion Cards

Measure

Measure Cards

Algebra

Algebra Cards

Special Numbers

Cube numbers

Prime numbers

Square numbers

Triangular numbers

Multiplication tables and linked Division facts

Two Times Table and associated division facts

Three Times Table and associated division facts

Four Times Table and associated division facts

Five Times Table and associated division facts

Six Times Table and associated division facts

Seven Times Tables and associated division facts

Eight Times Table and associated division facts

Nine Times Table and associated division facts

Ten Times Table and associated division facts

Eleven Times Table and associated division facts

Twelve Times Table and associated division facts

Primary Mental Fluency Check and Progression Documents

Key Stage 1

Mental Fluency Check Key Stage 1

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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

Squares within Squares KS3

Three Neighbours KS3

Perimeter and Area L KS3

Even and Odd Integers KS3

KS4

Tangents to the circle

What shape have I folded? (Surds)

KenKen 5x5

What's the areas?

Factor Challenge Engaging thinking tasks

Two circles and a kite

Circle within circle area KS4

Three consecutive numbers KS4

Forceful prism KS4

Inger angles KS4

Interleaving, Recall and Retrieval

Secondary – Interleaving, Recall and Retrieval

Year 7

Year 7 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 7.1-7.15

Year 8

Year 8 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 8.1-8.17

Year 9

Year 9 – Interleaving, Recall and Retrieval

Retrieval KS3 Unit 9.1-9.16

Entry and Exit Tickets

Year 7 – Entrance and Exit Tickets

HIAS SoL Y7 Entry and Exit tickets Autumn Term

HIAS SoL Y7 Entry and Exit tickets Spring Term

HIAS SoL Y7 Entry and Exit tickets Summer Term

Year 8 – Interleaving, Recall and Retrieval

HIAS SoL Y8 Entry and Exit tickets Autumn Term

HIAS SoL Y8 Entry and Exit tickets Spring Term

HIAS SoL Y8 Entry and Exit tickets Summer Term

Year 9 – Interleaving, Recall and Retrieval

HIAS SoL Y9 Entry and Exit tickets Autumn Term

HIAS SoL Y9 Entry and Exit tickets Spring Term

HIAS SoL Y9 Entry and Exit tickets Summer Term

Paired Examples

Year 7 – Paired Examples

Paired example Unit 7.1 – 7.15

Year 8 – Paired Examples

Paired example Unit 8.1 – 8.17

Year 9 – Paired Examples

Paired example Unit 9.1 – 9.16

Connect4Maths - Secondary

Year 7

Connect4Maths Unit 7.1 – 7.15

Year 8

Connect4Maths Unit 8.1 – 8.17

Year 9

Connect4Maths Unit 9.1 – 9.16

Vocabulary Cards

Year 7 Vocabulary Cards

Unit 7.1 – 7.15 Vocabulary Cards

Year 8 Vocabulary Cards

Unit 8.1 – 8.17 Vocabulary Cards

Year 9 Vocabulary Cards

Unit 9.1 – 9.16 Vocabulary Cards

Secondary Hampshire Schemes of Learning Updated 2021

Long Term Plans

Long term maps HIAS Year 7-9

Long term maps HIAS Year 1-9

Termly Overviews – Year 1-9

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

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

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

Medium Term Plans

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

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

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

Year 7 Unit Plans

Unit 7.1-7.15

Year 8 Unit Plans

Unit 8.1-8.17

Year 9 Unit Plans

Unit 9.1-9.16

Primary

Moodle+ French resources

Editable Primary French Age Related Expectations

Editable Primary French Age Related Expectations Year 3

Editable Primary French Age Related Expectations Year 4

Editable Primary French Age Related Expectations Year 5

Editable Primary French Age Related Expectations Year 6

Editable Primary French long and medium-term plans

Long-term overview – KS2 French.doc

Medium-term plan Year 3 French.doc

Medium-term plan Year 4 French.doc

Medium-term plan Year 5 French.doc

Medium-term plan Year 6 French.doc

Editable Primary French Word Mats

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

GCSE Options Resources 2026

Primary

Collective Worship

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

Steps of the Cycle of Enquiry

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

Films and Virtual Tours

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

Christian Festivals

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

RE Leadership

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

RE Websites and Games

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

RE Vocabulary and Active Learning

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

Resources for Buddhism and Activities

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

Medium Term Plans for RE

KS1 MTP – Special Places – Mosque

Medium Term Plans and Using Understanding Christianity

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

Other Resources

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

Secondary

Documents

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

Introductory Unit for Year 7

Introductory Unit – Assessment questions for end of Year 7

Introductory Unit – Symbolism Cycle of Enquiry

Religious Education and the Community of Philosophical Enquiry (P4C)

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

Reading in RE

Using pupil voice effectively

Teaching about Hindu faith traditions: A list of online resources

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

Principles for core KS4 RE

Secondary RE Leader checklist

Using speakers to enhance your secondary RE provision

Using scholarship in secondary RE

Stories in RE

Engagement in secondary RE

Example Planning for Cycles of Enquiry

Torah Cycle

Tradition Cycle

KS3 Jihad Cycle of Enquiry

KS3 Shirk Cycle of Enquiry

KS3 Cycle on 'Umma'

KS3 Cycle on the concept 'Islam'

Teaching about Traveller communities in secondary school

Care Cycle

Primary

Longitudinal Studies

Longitudinal Study Suggested Long Term Plan Yr 1-6
A Guide to Longitudinal Studies
Science Long Term Study Planning TEMPLATE HIAS
Moodle+ PRINTABLE
Year 1 sheet (adults can scribe)
Year 2 sheet (adults can scribe)

Scientific Enquiry

Scientific Enquiry Types Guidance

Scientific Enquiries Comparative and Fair Testing Key Stage 1 and 2
Scientific Enquiries Observation over time Key Stage 1 and 2
Scientific Enquiries – Using Secondary Sources Key Stage 1 and 2

Scientific Enquiry Types Posters

Comparative and Fair Testing poster
Observing over time poster
Using secondary sources poster KS1
Using secondary sources poster KS2
Using secondary sources poster

Hampshire Science Learning Journeys

NEW Hampshire Science Learning Journeys

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

Disciplinary Knowledge/Working Scientifically KPI Assessment

Year 6 KPI Assessment Booklets

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

Year 2 KPI Assessment Booklets

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

Summative Assessment Booklets

Year 1 Summative Assessment Booklets

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

Year 2 Summative Assessment Booklets

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

Year 3 Summative Assessment Booklets – Autumn/Spring Units

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

Year 4 Summative Assessment Booklets – Autumn/Spring Units

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

Year 5 Summative Assessment Booklets

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

Year 6 Summative Assessment Booklets

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

Vocabulary resources

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

Substantive Knowledge Progression documents – editable Word versions

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

Disciplinary Knowledge

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

Planning Template

Science Planning Template
Science Year 4 Making Electrical Circuits Work MTP

Secondary

Science and sustainability

Sustainability and climate lesson with microscopes

KS4 Science Curriculum Planning

KS4 Science Curriculum Planning
KS4 Science Sequenced Topics (AQA)

Resources for teaching reacting masses in GCSE Chemistry

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

SLOP Booklets

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

Disciplinary Knowledge Trackers

Key Stage 3 Disciplinary Knowledge Tracker
Disciplinary Knowledge Tracker KS4

AQA Chemistry Knowledge Rich Curriculum

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

AQA Biology Knowledge Rich Curriculum

AQA Biology Paper 1 Knowledge Rich Curriculum

YR 9 Fundamentals 1 Term Curriculum

Year 9 Fundamentals 1 Term Curriculum

AQA Required Practical Knowledge Rich Curriculum

AQA Required Practical Knowledge Rich Curriculum

Learning Resources

KS3 Mathematics for Science
KS3 Working Scientifically

Supporting Vulnerable Learners

PEP Case Studies

Helping Pupils Develop Mental Models

Why Evaporation Happens Below Boiling Temperature

Planning Investigations Mind map

GCSE Science

GCSE Exam Tips

Metacognitive Modelling Faded Example

Problem solving ideas for AQA Science

Problem Solving Ideas AQA Biology

Problem Solving Ideas AQA Chemistry

Problem Solving Ideas AQA Physics

Science Leadership

Department Development Planning

Effective Models of Marking

The Exit Card Model of Marking

The Sampling Model of Marking

Impact of Exit Card and Sampling Models of Marking

Primary

Summer Term 2025

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

Spring Term 2025

LSA intervention tracker
 SENCo referral form
 PE adaptations
 Supporting staff wellbeing

Autumn Term 2024

Alternative methods of recording
 SEN flow chart
 SEN therapies flow chart

Summer Term 2024

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

Spring Term 2024

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

Spring 2023 Five minute briefings

Within-class grouping
 Inclusion – the research evidence

Primary Five Minute Briefings

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

Autumn Term 2022

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

Summer Term 2022

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

Spring Term 2022

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

Autumn Term 2021

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

Summer Term 2021

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

Spring Term 2020

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

Autumn Term 2019

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

Secondary

Summer Term 2025

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

Spring Term 2025

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

Autumn Term 2024

Alternative methods of recording
 SEN flow chart
 SEN therapies flow chart

Summer Term 2024

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

Spring Term 2024

Classroom 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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Contact Us

Katie Scott – Training Programme Manager, HIAS

Email: katie.scott@hants.gov.uk

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