



Blank level questions

Blank Level questions can be used across everyday conversations, classroom learning, and activities at home. Alongside questions, comments help model vocabulary, concepts, and ways of expressing ideas without placing pressure on students to respond. This resource provides examples of both across a range of secondary age contexts.

Summary of Blank levels

Level 1: Name it

Level 2: Describe it

Level 3: Think about it

Level 4: Explain it

History



History lessons provide opportunities to discuss events, people, sources, and different perspectives. Questions and comments can support students to describe, sequence, compare and explain historical information while developing subject-specific vocabulary.

	Question / instruction	Comments
Level 1	What is this machine called?	Smoke
	Who is this?	Factory worker
	Point to the factory	This is a steam engine
Level 2	What is happening in this picture?	Machines changed how goods were produced
	What was this machine used for?	Many children and adults worked long hours in unsafe conditions
	Who worked in factories during this period?	The spinning wheel was used to spin cotton or wool into thread
Level 3	Tell me what happened first, next, then	The Industrial Revolution was a period of major changes in industry and technology
	How did this period change people's lives?	People had mixed feelings about this period. Some people gained great wealth, others had terrible living and working conditions
	What similarities can you draw between then and now?	An industry is a group of companies that make or provide similar goods and services
Level 4	Why did people move to cities?	Without factories, production would have remained much slower
	Why do historians use different sources to understand the past?	We can use evidence such as photos, diaries, and reports to find out what life was like for workers
	What might have happened if machines were never invented?	It is important to explore a range of sources to help us get different perspectives and build a full picture

Science



Science encourages students to observe, investigate, predict and explain. Questions and comments can support scientific thinking by helping students explore ideas, discuss evidence and develop their understanding of key concepts and vocabulary.

	Question / instruction	Comments
Level 1	What force is acting on this object?	This is a Newton meter
	Point to the gas	I am pushing it
	Find another metal like this	This force is gravity
Level 2	What is the ball doing?	Isaac Newton explained how and why things move
	We measure forces in units called...	The Newton meter measures force
	What is the difference between friction and gravity?	I am rubbing my hands together and they are getting warmer
Level 3	What does friction mean?	Unbalanced forces cause an object to speed up, slow down, or turn
	What will happen next?	The ball went further because more force was applied
	Put these forces in order from weakest to strongest	Mass means how heavy something is
Level 4	Why does the object slow down?	If you use a smoother surface there will be less friction and the ball will move faster
	Why is this force important in real life?	Without friction ink would slide off the page and we would not be able to stop our bikes with the brakes
	How are you going to change the experiment next time?	We know which force is strongest by observing its effect on an object.

PE



PE, sport, and physical activity provide natural opportunities to talk about movement, teamwork, strategy, and performance. Questions and comments can support understanding, reflection and participation while building confidence in using subject-specific language.

	Question / instruction	Comments
Level 1	What is this piece of equipment called?	This is a racket
	Find another ball like this	Here is the start line
	Who is your partner?	I am the referee
Level 2	Where do you stand to start?	X is dribbling the ball around the cones
	What movement are you doing?	The whistle tells you when to start
	What does a good throw look like?	You threw it further than me, well done!
Level 3	Tell me the steps you need to do	First, you passed the ball, then you ran forward to receive it.
	What happened when you tried again?	A sprint start and a relay changeover are similar because both help you get up to speed quickly.
	Stand behind the line, wait for the whistle, then sprint to the cone.	Stamina is how long you can keep exercising without getting tired.
Level 4	How do you know that you used the correct technique?	If I use a chest pass when the defender is close, they will steal the ball
	Why did your team win?	You cannot start running before the whistle because everyone needs to begin at the same time
	How are you going to improve your performance?	We can tell that this strategy is working because your team is creating more chances to score.

Form time



Form time provides regular opportunities to discuss routines, organisation, wellbeing, and school life. Questions and comments can help students understand expectations, talk through plans, and develop the language needed for everyday school experiences.

	Question / instruction	Comments
Level 1	What day is it today?	Today is Tuesday
	Who sits next to you?	We are in the form room
	Find the knowledge organiser	This is Mrs Smith
Level 2	What is the school value we are focusing on this week?	Five people are absent today
	Who brought you to school today?	A knowledge organiser helps you remember the key information from a topic.
	How is today's timetable different from yesterdays?	Some Year 8 students are reading their poetry to us
Level 3	What do you need to do before your first lesson starts?	First, we'll do the register, then check notices and then get organised
	Talk me through your day	The trip is after lunch, so we will meet in the hall at 2pm
	Get out your planner, write down your homework, and then read quietly	The students will feel nervous speaking in front of a large audience
Level 4	How are you going to meet all your homework deadlines this week?	Form time is important; it helps everyone start the day calmly and be well-prepared
	What does 'homework' mean? How do the words 'home' and 'work' help us understand its meaning?	Well done, our form won the attendance award this term because you all came to school regularly and on time, great job!
	How did you manage to remember all the equipment you needed today?	If you forget your timetable, you could check the school app or ask a teacher.

Reading



Reading and discussing texts helps students develop vocabulary, comprehension, and critical thinking skills. Whether reading independently or sharing a text, questions and comments can support discussion about characters, themes, events, and ideas.

	Question / instruction	Comments
Level 1	Who is this?	This is Romeo
	Point to Juliet	The play is set in Verona
	Show me Juliet's cousin	Balcony
Level 2	Where did Romeo and Juliet meet?	Juliet is on the balcony.
	Tell me another Shakespeare play	Romeo is passionate and impulsive
	What is happening in this scene?	Tybalt is aggressive whereas Benvolio tries to keep the peace
Level 3	What happened before Mercutio was killed?	First, they talk, then they declare their love, and finally they agree to marry.
	Summarise this scene in one sentence	Juliet feels worried because her parents want her to marry Paris.
	What does banished mean?	Romeo's reaction to Rosaline and his reaction to Juliet are similar; he becomes deeply emotional in both situations.
Level 4	How might the story have changed if Romeo had never attended the party?	The tragedy develops because several small problems combine into one major misunderstanding
	Why do you think Shakespeare included the feud between the families?	The frequent conflict shows how deeply the families hate each other.
	How did a series of misunderstandings lead to the tragedy?	We can tell that Romeo is impulsive because he makes important decisions very quickly.