**Outdoor Learning - Yearly Overview**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | Forest  School |  | Forest  School |  | Forest  School |  |
| **Year 8** | Adventurous  Activities  (Hiking & Climbing) |  | Adventurous  Activities  (Bikes & Obstacles) |  | Adventurous  Activities  (Water) |  |
| **Year 9** | Adventurous  Activities  (Hiking & Climbing) |  | Adventurous  Activities  (Bikes & Obstacles) |  | Adventurous  Activities  (Water) |  |
| **Year 10** | D of E |  | D of E |  | D of E |  |
| **Year 11** | D of E |  | D of E |  | D of E |  |

Objectives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| Exploration | **-[] explore nature within a set boundary**  -[] spend time outdoors  -[] move safely around the woodland environment | -[] take part in outdoor and adventurous activities individually  -[] spend time outdoors in a range of weathers  -[] negotiate more difficult terrain  -[] dress in appropriate clothes for being outside | -[] take part in outdoor and adventurous activities within a team  -[] spend an extended period of time outdoors in a range of conditions (e g rain or snow)  -[] explore an unknown area and tell others what I’ve found  -[] read a simple map (identify rivers, roads and building) | -[] take part in outdoor and adventurous activities which present intellectual and physical challenges  -[] navigate using a compass and a map  -[] sleep outdoors leaving minimal impact on the environment  -[] sleep under the stars  -[] explore and map and unknown area  -[] camp outdoors for an extended period of time |
| Living Outdoors | -[] tidy up after myself when outside  -[] be confident using woodland materials to play and construct | -[] minimize my impact on the local environment (e g don’t leave litter)  -[] clean up my local environment (e g remove weeds)  -[] use some basic tools with support from an adult (e g a trowel)  -[] use tools and woodland materials to build a range of items (e g a swing) | -[] recycle items that I use  -[] make a shelter to protect myself from the sun and wind  -[] apply the principles of ‘Leave no Trace’ when outdoors  -[] plan for an outdoor journey (e g by packing food, drink & clothing)  -[] cook a meal on a Trangier  -[] safely use a range of tools (e g whittle wood with a knife)  -[] pitch a tent  -[] prepare my own kit for a residential camp | -[] prepare my own food for a residential camp  -[] use woodland materials, tools and rope to build complicated or weight bearing constructions  -[] safely build, light and extinguish a fire  -[] make a shelter to keep out the rain  -[] cook a meal on an open fire  -[] identify bush foods that eat  -[] source clean water |
| Environmental Knowledge | -[] observe a range of plants and animals in my local environment  -[] name some common plants and animals in my local environment | -[] explore and compare the differences between things that are living, dead, and things that have never been alive  -[] find out about and describe the basic needs of animals and plants (i e need for food/light)  -[] observe and describe seasonal changes  -[] identify and name a variety of plants and animals in their habitats | -[] understand simple food chains  -[] start to see how living things have adapted to their environment  -[] identify, classify a range of flora and fauna in my local environment  -[] identify the pressures on local environments (e g farming/housing)  -[] observe and record changes overtime to the weather | -[] be aware of the need to care for resources and protect nature (including recycling)  -[] devise a strategy for reducing my ecological footprint  -[] support the conservation of local and global environments  -[] understand the impact of a changing climate  -[] understand more complex food chains and food webs  -[] understand the pressure on global environments  -[] describe the differences in the life cycles of different animals |
| Horticulture | -[] carefully pick fruits and berries  -[] sow seeds with an adult  -[] observe how seeds and bulbs grow into mature plants | -[] follow a watering plan for plants  -[] follow the instructions on the plant package/label  -[] remove weeds from a planting area  -[] prepare a piece of ground ready for planting  -[] identify some plants that are dangerous | -[] maintain plants as they grow (e g prune and thin)  -[] make a planting plan (including spacing)  -[] make compost for plants  -[] enrich soil (e g add compost)  -[] identify pests that will harm a crop  -[] identify some major crops (e g wheat, corn)  -[] identify the main parts of a plant (i e root, stem, leaf)  -[] repot a plant | -[] recognise different soil conditions  -[] harvest crops at the right time  -[] take steps to protect plants from pests (e g use nets)  -[] apply the principles of companion planting  -[] understand the life cycle of a plant (i e pollination) |
| D of E |  |  |  | **-[] complete the Volunteering section of the DofE Bronze award**  **-[] complete the Physical section of the DofE Bronze award**  **-[] complete the Skills section of the DofE Bronze award**  **-[] complete the Expedition section of the DofE Bronze award** |

