**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** | AdventurousActivities(Hiking & Climbing) |  | AdventurousActivities(Bikes & Obstacles) |  | AdventurousActivities(Water) |  |
| **Year 9** | AdventurousActivities(Hiking & Climbing) |  | AdventurousActivities(Bikes & Obstacles) |  | AdventurousActivities(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** |

