

EXE VALLEY FEDERATION

Outdoor Learning Curriculum Statement, Knowledge and Skills Progression



"We live in a wonderful world that is full of beauty, charm and adventure. There is no end to the adventures we can have if only we seek them with our eyes open." Jawaharlal Nehru

Subject Vision:

We aim to use the outdoors to inspire, motivate and build resilience in our pupils. We want all pupils to develop a life long love of the outdoors and a respect and understanding for the natural world. We want our pupils to have hands on experiences in a wide range of outdoor contexts working both individually and collaboratively. We want pupils to experience enhanced personal and social development through exposure to progressive challenge and learning to manage risk. In the Exe Valley Federation, we hope that outdoor learning will contribute to children's wider development and provide opportunities for them to develop their own connection with and understanding of the natural world.

Statement of Intent:

The Exe Valley federation aims to provide regular opportunities for outdoor learning, recognising the benefits it brings to children's personal and social development, health and wellbeing. We aim to foster a lifelong love of the outdoors within our school communities for all children. Through standalone outdoor learning sessions, residential, extracurricular opportunities and sessions integrated into curriculum subjects, pupils will experience enhanced personal and social development, learn practical skills and develop an understanding and respect of the natural world. At the Exe Valley Federation, we want pupils to develop a connection with and understanding of their local environment and to take advantage of our proximity to Dartmoor and Exmoor National Parks.

Statement of Implementation:

The Exe Valley Federation's outdoor learning programme is a progressive programme which begins in EYFS and continues throughout the pupils' time at school until its culmination in Year 6. Discrete outdoor learning sessions are timetabled for each class across the federation led by the Outdoor Learning Lead each year. This is in addition to the outdoor learning the children engage with in national curriculum subjects with their class teacher. High quality resources are available to support teachers in the delivery of the National Curriculum objectives in outdoor environments. During sessions with the outdoor learning lead teacher, children progressively build upon bush craft skills including tool use, cooking, shelter building and develop their understanding of environmental issues and sustainable practices. Enhanced personal and social development opportunities underpin the teaching of all outdoor skills with a particular focus on team work, communication and problem solving. As part of the outdoor learning offer, the children take part in local events such as the Exmoor Challenge and residential activities taking advantage of the Exe Valley Federation's proximity to local national parks. Outdoor learning sessions focusing on navigation and map skills enable pupils to be well prepared and successful when tackling such challenges. Through dedicated sessions with the Outdoor Learning Lead, Exe Valley Federation staff will be empowered with the knowledge, skills, confidence and resources to plan and deliver high quality outdoor learning experiences for their own classes.

Statement of Impact:

Children leave the Exe Valley Federation with increased self-confidence and self-belief from having opportunities to demonstrate independence and solve problems in a range of outdoor learning environments. Collaborative learning opportunities enhance pupil's personal and social development allowing them to have an increased understanding of themselves, awareness of the world around them and their impact on others and the natural environment. Through practical activities, that build upon prior skills and knowledge, children develop improved motor skills and physical stamina that can be applied to a broad range of situations both in education and throughout their lives. Through exposure to progressive risk, pupils make informed decisions to keep themselves and others safe and develop the resilience required to succeed. Children demonstrate respect for the environment and a keen interest in their natural surroundings on a local and global scale. Children become advocates for sustainability and share their knowledge passionately with others.

This Curriculum Statement and Skills Progression should be read in conjunction with the school's Curriculum Vision and Pedagogy and the Project Plans for each class.

Outdoor Learning Progression of Skills

Personal and social Development opportunities underpin the teaching of all skills and knowledge

	Practical Skills	Maps and Navigation	Nature and Environmental Awareness
EYFS	<p>Introduction to outdoor sessions, format, boundaries, safety.</p> <p>Understanding how to dress appropriately for the conditions.</p> <p>Introduction of basic tools including hammers, mallets, hand drills etc.</p> <p>Introduction to basic shelters and dens. Making mini shelters (for animals, bug hotels etc)</p> <p>How to keep safe around the fire. Collecting firewood.</p> <p>Follow simple recipes to create food to be cooked by staff on the campfire e.g. oat cakes, bread twisters etc</p>	<p>Promote free exploration</p> <p>Identify features within school grounds.</p> <p>Follow simple arrow trails.</p>	<p>To recognise seasonal changes in the school grounds.</p> <p>Introduction to outdoor learning/green rules.</p> <p>Understanding how to look after and protect outdoor areas.</p>
Year 1	<p>Reinforcement of format, boundaries and safety of sessions.</p> <p>Understand and suggest examples of how to dress appropriately for the conditions.</p> <p>Tool use – hammers, mallets, hand drills and, in addition, introduction to loppers and bow saw (adult to demonstrate usage of these tools whilst children observe).</p> <p>Practice shelter building (with support where necessary)</p> <p>Recap on fire safety. Use fire strikes to practice making sparks. Collect firewood.</p> <p>Chopping food to cook on the fire. Simple toasting techniques.</p>	<p>Recognise human and physical features of a given area.</p> <p>Use directional language to navigate and give instructions.</p>	<p>To recognise and name seasonal changes in the school grounds.</p> <p>To consider animals habitats and minimise human impact in outdoor areas.</p> <p>Identify harmful plants and ways to keep safe.</p>
Year 2	<p>Reinforcement of rules, boundaries and risk assessment of actions.</p> <p>To dress independently and appropriately for the conditions.</p> <p>Continuation of prior tool use. Introduction to splitting wood with axes in pairs with adult support. Introduction to bow saws and folding saws.</p> <p>Introduction to knot tying: reef knot, timber hitch. Use knots independently to create structures. Introduction of basic lashing.</p>	<p>Recognise and name human and physical features of a given area.</p> <p>Use directional language to navigate and give instructions.</p> <p>Use compass directions to navigate to areas within the school grounds.</p> <p>Scavenger hunt around the school grounds.</p>	<p>To recognise and name seasonal changes in the school grounds.</p> <p>To consider animals habitats and minimise human impact in outdoor areas.</p> <p>Identify harmful plants and ways to keep safe.</p> <p>Identify trees on the school grounds.</p>

	Continuation of fire safety. Light cotton wool with fire stick. Collect firewood and help to build a fire. Introduction to frying on open fire.		
Year 3	Reinforcement of rules, boundaries and shared risk assessment control of actions developed. To dress independently and appropriately for the conditions. Continuation of tool use with increasing independence. Introduction to knife use to sharpen sticks for toasting. Introduction to loppers and secateurs. Reinforce knot tying. Develop lashing techniques to make more advanced frames and structures e.g. ladders etc. Continuation of fire safety. Fire triangle. Learn how to collect or make sticks of appropriate sizes for lighting small fires (smaller than a side plate). Collect dry tinder and use fire strikes to make small fires. Introduction to cooking over a camp fire to create a shared meal.	Recognise human and physical features of a given area. Use directional language to navigate and give instructions. Use compass directions. Understand key concepts of basic maps. Use a map of outdoor areas to navigate an orienteering course. Learn how to orientate/set the map.	To recognise and name seasonal changes in the school grounds. To consider animals habitats and minimise human impact in outdoor areas. Identify harmful plants and ways to keep safe. Identify trees on the school grounds. Classifying species. Conservation and promoting wildlife.
Year 4	Reinforcement of rules, boundaries and shared risk assessment control of actions developed. To dress independently and appropriately for the conditions. Continuation of tool use with increasing independence. Introduction to knife use to sharpen sticks for toasting. Reinforce knot tying. Develop lashing techniques to make more advanced frames and structures e.g. ladders etc. Introduction to adjustable friction hitches. Continuation of fire safety. Fire triangle. Learn how to collect or make sticks of appropriate sizes for lighting small fires (smaller than a side plate). Collect dry tinder and use fire strikes to make small fires. Introduction to cooking over a camp fire to create a shared meal.	Recognise human and physical features of a given area. Use directional language to navigate and give instructions. Use compass directions. Understand key concepts of basic maps. Use a map of outdoor areas to navigate an orienteering course. Learn how to orientate/set the map.	To recognise and name seasonal changes in the school grounds. To consider animals habitats and minimise human impact in outdoor areas. Identify harmful plants and ways to keep safe. Identify trees on the school grounds. Classifying species. Conservation and promoting wildlife.

Year 5	<p>Greater independence in managing risk, and following rules and boundaries appropriately. Children responsible for dressing appropriately for conditions and giving reasons for appropriateness of dress.</p> <p>Introduction of more advanced wood whittling skills using knives and axes to create useful items e.g. mallets, spreading knives etc</p> <p>Create a range of structures using a wide variety of techniques and knots. Create rainproof shelters.</p> <p>Continuation of fire lighting practices with increasing independence.</p> <p>Cooking using the campfire. Extinguishing fires.</p>	<p>Learn how to identify features on OS maps and use a key.</p> <p>Follow a route outside of the school grounds using an OS map.</p> <p>Introduction to route timing and pacing to aid navigation.</p> <p>Develop confidence in reading and transferring information from map to ground.</p> <p>Introduction to safe and effective route planning.</p>	<p>To investigate species within the school grounds and consider biodiversity and food chains.</p> <p>Create observational drawings and design surveys of local area.</p> <p>Consider human impacts on local and global environments and their links to climate change.</p> <p>Understand concept of sustainability and positive steps that can be taken to minimise environmental impact.</p>
Year 6	<p>Greater independence in managing risk, and following rules and boundaries appropriately. Children responsible for dressing appropriately for conditions and giving reasons for appropriateness of dress.</p> <p>Continuation of more advanced wood whittling skills, increasingly independently, using knives and axes to create useful items e.g. mallets, spreading knives etc</p> <p>Create a range of structures using a wide variety of techniques and knots. Select the appropriate knots and tools for a job. Create rainproof shelters.</p> <p>Independent small fire lighting (with supervision).</p> <p>Cooking using the campfire. Extinguishing fires.</p> <p>Emergency survival skills.</p>	<p>Consolidation of all prior map skills.</p> <p>6 Figure Grid References</p> <p>Independent use of map and compass including taking bearings etc.</p> <p>Expedition skills and emergency procedures in preparation for Exmoor Challenge.</p> <p>Risk management and decision making.</p>	<p>To investigate species within the school grounds and consider biodiversity and food chains.</p> <p>Consider human impacts on local and global environments and their links to climate change.</p> <p>Understand concept of sustainability and positive steps that can be taken to minimise environmental impact.</p>