



OUTDOOR LEARNING PROGRESSION OF SKILLS – High Hesket School

Year Group Topics and Outdoor learning key coverage	<u>EYFS</u> Noticing and exploring the changing seasons. Den building Growing and harvesting potatoes Harvesting Autumnal fruit to cook with Planting, weeding and caring for our garden area Minibeast hunting	<u>Year 1 Autumn Term</u> How have toys changed over time? Exploring materials in our local environment. Harvesting apples. <u>Spring Term</u> Why does it matter where my food comes from? Planting and harvesting food Great Fire of London - finding out about how fires spread. Owl babies - wildlife area stimulus. Tree and plant knowledge in our school grounds. <u>Summer Term</u> Why do we love being beside the seaside? Seasonal changes and plant and tree identification.	<u>Year 2 Autumn Term</u> What job would you have chosen to do in the war and why? <u>Spring Term</u> What is my journey to school like compared to someone at Mrawi Primary School? Animals and habitats in our school grounds. <u>Summer Term</u> In your opinion, what was Beatrix Potter's greatest achievement?	<u>Year 3 Autumn Term</u> How did life change from the Stone Age to the Iron Age? Where are we located? <u>Spring Term</u> How was the Roman army so strong when it invaded Britain? Why do volcanoes and earthquakes happen where they do? <u>Summer Term</u> What was High Hesket like in the past? What is the best place in High Hesket school?	<u>Year 4 Autumn Term</u> Why are rainforests so wet? <u>Spring Term</u> What was life like in Ancient Egypt? <u>Summer Term</u> Rainforests Why are rainforests so wet?	<u>Year 5 Autumn Term</u> Victorians—Vile or Victorious? <u>Spring Term</u> Ancient Greece: What difference did it make? <u>Summer Term</u> Earth, Space and Us: Friends or Foes?	<u>Year 6 Autumn Term</u> Crime and Punishment Does the punishment always fit the crime? <u>Spring Term</u> Mayans Can we answer the riddle of why the Mayan Civilisation ended so abruptly? <u>Summer Term</u> Mountains and Moving on The Lake District is a distinctive place. Why?
Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Shelter Building	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Supported construction of tripod structures (mini-den building) Erect a lean to shelter, with support	Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support	Create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation

							for going on a residential visit
Geographic Skills and Navigation	Follow rules and boundaries Promote free exploration	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key	Demonstrate understanding of the concept of a basic map Navigate your way around a simple orienteering course Understand the term 'orientate' or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Record information accurately and neatly Follow rules when completing a star orienteering activity	Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering	Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills Be able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skills Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control.

Seasonal/ Nature connection	To recognise signs of autumn/summer on the school grounds. To learn about plant life cycles, parts of a plant and seed dispersal. To know about some hibernating animals. To observe the lifecycle of frogs in the school pond. To learn about the lifecycle of butterflies.	To recognise signs of autumn/spring on the school grounds. To learn about predator and prey/food chains. To know about hibernating animals. To observe the lifecycle of trees in the school grounds. To learn about the lifecycles of species in the school grounds.	To recognise signs of Spring/summer on the school grounds. To learn about different trees on the school grounds - life cycles, fruit, nuts, buds etc... To begin to distinguish different bird song. To observe the life cycles of frogs/newts. To know about the lifecycle of species in the school grounds.	To identify the signs for each season on the school grounds. To learn about plant life cycles, parts of a plant and seed dispersal. To identify and classify species on the school grounds, including the pond area. Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.	To identify the signs for each season on the school grounds. To learn about plant life cycles, parts of a plant and seed dispersal. To identify and classify species on the school grounds, including the pond area. Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.	To investigate species from the school grounds and begin to make links between them - food chains, biodiversity, ecology. Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.	To investigate species from the school grounds and begin to make links between them - food chains, food webs, biodiversity, ecology. Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.
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	To know some tree and bird species on the school grounds.	To know some insect, tree and bird species on the school grounds.	To know some plant, insect, tree and bird species on the school grounds.				
Play / Exploring	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p><i>Plant bulbs and watch them grow</i></p> <p><i>Autumn walk</i></p> <p><i>Search for butterflies</i></p>	<p>Re-enforce rules and boundaries in school grounds</p> <p>Travel safely over the terrain</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p><i>Discover what's in a pond</i></p> <p><i>Hunt for insects</i></p> <p><i>Make a daisy chain</i></p> <p><i>Build a den</i></p>	<p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support</p> <p>first</p> <p><i>Build a bridge</i></p> <p><i>Become a nature detective</i></p> <p><i>Get soaking wet in the rain</i></p> <p><i>Bird watching</i></p>	<p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p> <p><i>Make something out of wood</i></p> <p><i>Cook outdoors</i></p>	<p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts</p> <p><i>Make a sculpture</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p>	<i>Orienteering with an OS map</i>	<i>Create a time capsule</i>
Using Tools	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))	Continuation of the use of basic tools, larger ropes and independent cutting of string	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages
Using Fire for Cooking	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures – fire safety</p>	<p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering fuel</p>	<p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool</p> <p>Fire safety and the fire triangle</p>	Light a fire and keep it going	Roast food on a fire with support	Cooking on a camp fire (roast food)	Prepare and light a campfire with supervision
Living history Links to history		Investigating 'the great fire of London' (How Tudor houses burnt)	Investigating inventions – How will it work?	Practical experience of stone age lifestyle - e.g - cooking, flint knapping.	Practical experience of Roman lifestyle - e.g - cooking, weapons, tools.	Practical experience of Anglo-Saxon lifestyle - e.g - cooking, weaving, shelter building.	Practical experience of Viking lifestyle - e.g - cooking, building, weapons, tools.

<p>Practical Skills Links to RSHE and DT</p>	<p>Introduction to rules/boundaries/format of sessions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Introduction of basic tools and how to be safe around them – Hammers, mallets, trowels, forks, hand drills, palm drills, loppers (with an adult 1:1).</p> <p>To join together sticks using masking tape, pipe cleaners or string.</p> <p>Introduction of basic shelter building with support.</p> <p>To know and follow safety procedures.</p> <p>Introduction of fire safety. Observe toasting technique. Collect firewood.</p>	<p>Reinforcement and practice of rules/boundaries.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of YR tools and introducing loppers and bow saw (with an adult 1:1).</p> <p>Introduce larger ropes and develop independent cutting of string and tape.</p> <p>Practice shelter building (with support where necessary). Introduction to basic knots (reef knot).</p> <p>Introduction of fire safety. Use fire strikes to practice making a spark. Collect firewood. Help build the fire.</p> <p>Chopping/preparing fruit to make jam on the fire in a pan. Simple toasting techniques.</p>	<p>Shared reinforcement of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools as before, introducing peelers and folding saw (with an adult 1:1)</p> <p>Practice of knots for attaching (reef knot, timber hitch). Independent use of knots to create den structures with tension/waterproof design.</p> <p>Introduction of lashing techniques to attach/join sticks (square lashing).</p> <p>Continuation of fire safety. Use fire strikes to practice making a spark -and light cotton wool. Fire triangle. Collect firewood. Help build the fire.</p> <p>Use kettle/pan on the fire grill (e.g pancakes).</p>	<p>Reinforcement of rules/boundaries and shared risk assessment control actions developed.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools, larger ropes and independent cutting of string. Further practice with more advanced tools – saw, loppers, secateurs, (1-1 support)</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures.</p> <p>Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Introduction to fire lighting and cooking over a campfire</p>	<p>Reinforcement of rules/boundaries and shared risk assessment control actions developed.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools, larger ropes and independent cutting of string. Continue to build skilful use of more advanced tools – saw, loppers, and secateurs.</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e. g- timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures.</p> <p>Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Continuation of fire lighting and cooking over a campfire</p>	<p>Personal management of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More sophisticated knots for attaching to structures and trees and selecting the correct knot for a job. Independent lashing techniques to attach/join sticks.</p> <p>Continuation of fire safety. Supported fire lighting - fairy fires (With supervision).</p> <p>Using the campfire for cooking with support. Extinguishing the fire.</p>	<p>Personal management of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Further practice of knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More complex knots and lashings, and selecting the correct knot for a job independently.</p> <p>Further knowledge about fire safety and fire lighting. Use of fire gloves.</p> <p>Independent small fire lighting (with supervision)</p> <p>Using the camp fire for cooking. (with supervision) Extinguishing the fire</p>
<p>Key Vocabulary</p>	<p>Seasons autumn/winter summer</p> <p>senses: listen/hear look/see taste touch/feel smell</p> <p>safe/unsafe sad/happy angry/calm excited/nervous cold/hot scared/brave</p>	<p>seasons summer/autumn spring</p> <p>senses: listen/hear look/see taste touch/feel smell</p> <p>risk/safety un/sure un/comfortable frustrated proud</p> <p>hibernate</p>	<p>winter summer</p> <p>Emotional literacy language</p> <p>hibernate life cycle mating elements community</p> <p>Parts of a tree language: fruit, nut, seed, leaf, bark, branch, bud. Use simple compass.</p>	<p>spring summer autumn winter</p> <p>Emotional literacy language</p> <p>life cycles, identify, classify, conservation</p> <p>Parts of plant language: stem, leaf, roots, flowers, seeds...</p> <p>Types of trees/species on the school grounds. navigate</p>	<p>spring summer autumn winter</p> <p>Emotional literacy language</p> <p>life cycles, identify, classify, conservation</p> <p>Parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. navigate</p>	<p>Emotional literacy /values language</p> <p>observe diagram dichotomous key food chains biodiversity ecology community responsibility orienteering</p>	<p>Emotional literacy /values language</p> <p>observe diagram dichotomous key food chains food webs biodiversity ecology community responsibility</p>