

**Subject Link Key:**

Science
PSHCE
Technology
Food Technology
Music
Physical Education
Humanities
Computing
Art

## Intent:

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy, SMSC,  Gatsby Benchmarks
<b>Throughout the Year</b> (Many of the themes to be re-visited for pupils to experience the changing seasons and environment)		<b>Awareness and Experience:</b> (AE5 – Journey Sticks) <i>Key, aboriginal, genealogy, review, reflection, memento, physical record.</i>  <b>Science:</b> <b>Spring Term</b> <b>(Plants)</b>	<ul style="list-style-type: none"> <li>Pupils can create a connection with the natural environment using a collection of mementos.</li> <li>Pupils can produce a physical record of a journey to enable review, reflection and storytelling.</li> <li>identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)</li> <li>Explore how the requirements for life of plants vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including: o pollination, o seed formation and o seed dispersal.</li> </ul>	<b>Literacy:</b> Speak coherently Take part in discussion Use new vocabulary Present information and opinions Plan, draft, edit Write for a purpose
		<b>Explore and Understand:</b> (EU11 – Weather Study) <i>Readings, descriptive scales, isobars, weather patterns, frontal system, forecast, seasonal, variables.</i>	<ul style="list-style-type: none"> <li>Pupils understand some of the variables that make up the weather.</li> <li>Pupils have devised methods of recording these variables.</li> <li>Pupils can make small scale predictions about the weather.</li> <li>Pupils can complete basic mapping of weather variables.</li> </ul>	<b>Humanities:</b> Weather. <b>Gatsby Benchmark 3, 4</b>
		<b>Sustain and Conserve:</b> (SC18 – Making Soil) <i>Topsoil, subsoil, bedrock, compost, decomposition, compare, compacted, uncompacted, species, investigate, community, elements, organic, formation.</i>  <b>Science:</b> <b>Autumn Term</b> <b>(Rocks)</b>   <b>Spring Term</b> <b>(Animals Including Humans)</b>	<ul style="list-style-type: none"> <li>Pupils have explored what soil is and know how it is formed.</li> <li>Pupils understand how waste material can be made into compost.</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe, in simple terms, how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Identify that animals, including humans, need the right types and amount of nutrition.</li> </ul>	<b>Science:</b> Soil, chemistry.

		<p><b>Humanities:</b> <b>Spring Term</b> (Human Geography: The investigation of natural resources for energy)</p> <p><b>Technology:</b> (ECO Project)</p>	<ul style="list-style-type: none"> <li>Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some other animals have skeletons for support, protection and movement.</li> <li>Identify that humans and some other animals have muscles for support, protection and movement.</li> <li>Research and understand renewable and non-renewable energy.</li> <li>Examine the impact of non-renewable energy on the environment.</li> <li>Research the growth of renewable and how this will impact in the future.</li> <li>Understand the impact of human activity on the environment and wildlife.</li> </ul>	
		<p><b>Create and Share:</b> (CS25 – Group Poem) <i>Inspiration, key-phrases, contribution, alliteration, simile, metaphor, onomatopoeia, imagination.</i></p>	<ul style="list-style-type: none"> <li>Pupils can use the environment as an inspiration for creating group poems.</li> </ul>	<p><b>Literacy:</b> Plan, draft, edit Write for a purpose</p> <p><b>SMSC:</b> Enjoy learning about the world around them.</p>

**Intended impact:**

- Pupils able to study and understand more difficult concepts and issues relating to the environment, make predictions and new connections. Pupils are aware that plants require a certain soil type to grow and understand that this is what makes the natural landscape unique as many plants only grow in certain areas.

Stone Hill School				
Upper School Curriculum Plan – Outdoor Learning Adventurous Activities 2020/21				
Y9				
<p><b>Intent:</b> Every pupil to experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Such experiences help them to make sense of the world around them by making links between feelings and learning. These experiences influence our values and the decisions we make. Outdoor learning is at the core of empowering an individuals' understanding of the world. Pupils to have the skills to work in teams to complete the D of E Bronze Award.</p>				
Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Throughout the Year (Many of the themes to be re-visited for pupils to experience the changing seasons and environment)		<b>Bouldering / Climbing (Inside)</b> <i>Figure of eight knot, rethreading, double stopper knot, arete, chimney, slab, overhang, jug, sloper, crimp, pocket, pinch, undercut.</i>	<ul style="list-style-type: none"> <li>Pupils can fit safety equipment (Harness and helmet) on others.</li> <li>Pupils can advise others of rules and how to keep safe.</li> <li>Pupils can belay in minimum teams of 3 where one pupil will be 'backup'.</li> </ul>	<p><b>Literacy:</b> Speak coherently Present information Use new vocabulary</p> <p><b>Learning Behaviours:</b> Self-Manager, Resourceful Thinker.</p> <p><b>SMSC:</b> Cooperate with others.</p>
		<b>Bouldering / Climbing (Outside)</b>	<ul style="list-style-type: none"> <li>Pupils can fit safety equipment (Harness and helmet) on themselves and others.</li> </ul>	<p><b>Literacy:</b> Comprehend</p> <p><b>Learning Behaviours:</b></p>

	<p><i>Crag, abseil, anchors, below, boulder, grades, height limit, descend.</i></p>	<ul style="list-style-type: none"> <li>• Pupils know, understand and can follow the rules to keep themselves safe.</li> <li>• Pupils can 'spot' each other safely when bouldering.</li> </ul>	<p>Team Worker. <b>SMSC:</b> Cooperate with others.</p>
	<p><b>Team Building:</b> <i>Assess, clarify, component, consistent, develop, evaluate, motivate, intervention, review, supportive, trust.</i></p> <p><b>Science:</b> (Working Scientifically)</p> <p><b>Physical Education:</b> Autumn Term (Team Building)</p> <p><b>Enterprise:</b></p>	<ul style="list-style-type: none"> <li>• Pupils can plan a task carefully with each group member contributing their ideas</li> <li>• Work as a team to solve the problem</li> <li>• Pupils can explain how they solved the task</li> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• To give peer and self-feedback about performance levels.</li> <li>• Problem Solving</li> <li>• Communication</li> <li>• Teamwork</li> <li>• Resilience</li> <li>• Confidence</li> <li>• Initiative</li> <li>• Organisation</li> <li>• Creativity</li> </ul>	<p><b>Literacy:</b> Present information and opinions</p> <p><b>Learning Behaviours:</b> Team Worker, Resourceful Thinker.</p> <p><b>SMSC:</b> Cooperate with others. Demonstrate mutual respect.</p> <p><b>Gatsby Benchmark 3, 4</b></p>
	<p><b>Exploring:</b> <i>Scale, gridlines, North, North-East, East, South-East, South, South-West, West, North-West.</i></p> <p><b>Physical Education:</b> Spring Term (Orienteering)</p>	<ul style="list-style-type: none"> <li>• Pupils can read and use a map to complete off site orienteering courses.</li> <li>• Pupils can use a map to follow a route in the wider locality.</li> <li>• Use and apply map skills for a familiar and unfamiliar setting. E.g. School grounds and residential sounds.</li> <li>• To follow directional movement using the 8 components of a compass.</li> <li>• To independently follow instructions and directional movement using clues.</li> </ul>	<p><b>Humanities:</b> Maps.</p>
	<p><b>Exploring Settlements:</b> (Cities) <i>Recreation, commercial, retail, urban, rural, transport hubs, residential, suburb, networks.</i></p>	<ul style="list-style-type: none"> <li>• Pupils can identify the topography of a city.</li> <li>• Pupils can identify nearby cities on a map.</li> <li>• Pupils have explored a nearby city. (Sheffield, Leeds)</li> </ul>	<p><b>Humanities:</b> Maps.</p>
	<p><b>Cycling:</b> <i>Brakes, blocks, cables, hydraulic, lever, pads, manoeuvre.</i></p> <p><b>PSHCE:</b> Spring Term (Health &amp; Wellbeing)</p>	<ul style="list-style-type: none"> <li>• Pupils can perform basic bike maintenance in school.</li> <li>• To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety.</li> </ul>	<p><b>Learning Behaviours:</b> Resourceful Thinker.</p>
	<p><b>Canoeing / Kayaking:</b> <i>Downstream, upstream, wake, current, moving water, drag, port, starboard, river.</i></p>	<ul style="list-style-type: none"> <li>• Pupils can fit safety equipment (Buoyancy Aid and helmet) on others.</li> <li>• Pupils can advise others of rules and how to keep safe.</li> </ul>	<p><b>Literacy:</b> Present information</p> <p><b>Learning Behaviours:</b> Team Worker, Resourceful Thinker.</p> <p><b>SMSC:</b> Cooperate with others. Demonstrate mutual respect.</p> <p><b>Gatsby Benchmark 3, 4</b></p>

		<p><b>Journeying:</b> (J7 – Campcraft - Planning An Overnight Journey) (J6 – Campcraft – Cooking: Use Of A Stove)</p> <p><b>Residential Visits:</b></p> <p><b>DofE:</b> <i>Organisation, volunteering, physical, skill, expedition, enrol, commitment, cooperation, negotiation, leadership.</i></p>	<ul style="list-style-type: none"> <li>• Pupils can plan the routes for their 2 expeditions.</li> <li>• Pupils can cook a simple meal on a Trangia stove.</li> <li>• Pupils to enrol on DofE Bronze Award and complete training log.</li> <li>• Pupils can complete a Bronze practice expedition.</li> <li>• Pupils can complete a Bronze assessed expedition.</li> <li>• Pupils can cook a simple meal on a Trangia stove.</li> </ul>	<p><b>Humanities:</b> Maps.</p> <p><b>Learning Behaviours:</b> Self-Manager, Resourceful Thinker.</p> <p><b>Food Tech:</b> Cooking outside.</p> <p><b>Gatsby Benchmark 3, 4</b></p> <p><b>Literacy:</b> Write for a purpose</p> <p><b>ICT:</b> Data bases.</p> <p><b>Learning Behaviours:</b> Team Worker, Self-Manager.</p> <p><b>Food Tech:</b> Cooking outside.</p> <p><b>SMSC:</b> Cooperate with others. Demonstrate mutual respect. Enjoy learning about themselves. Enjoy learning about others.</p> <p><b>Gatsby Benchmark 3, 4</b></p>
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**Intended impact:**

- Pupils are aware of specific safety rules around each activity and can communicate these to others.
- Pupils can assist with fitting safety equipment on other participants.
- Pupils are beginning to apply safety knowledge and practical skills to a wider world, building resilience.