

Subject Link Key:

Science
PSHCE
Technology
Food Technology
Music
Physical Education
Humanities
Computing
Art



Intent:

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 individual's understanding of the world. Pupils understand more complex environmental processes.

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)		Awareness and Experience: (AE6 – Literature In The Environment) <i>Intensify, impact, historical, geographical, environmental, location, venue, contrasting.</i> Humanities: Autumn Term (Local History) PSHCE: Summer Term (Living in the Wider World)	<ul style="list-style-type: none"> Pupils can connect with the environment. Pupils experience the impact of reading a piece of literature in an appropriate setting increase in intensity and meaning. Investigate local country estates and discover their past (Mod 1 B 5) Examine the impact of country estates on the local community To recognise the knowledge and skills needed for setting realistic and challenging personal targets and goals 	Literacy: Comprehend Infer information
		Explore and Understand: (EU12 - Weathering in a Graveyard) Science: Spring Term (Biological Challenges)	<ul style="list-style-type: none"> Pupils understand the concept of weathering. Pupils understand that the effects of weathering are cumulative over time. To investigate how the environment changes both naturally and when changed by humans. 	Humanities: Weathering. Numeracy: Making connections and comparisons
		Sustain and Conserve: (SC17 – Growing Food and Plants) <i>Harvesting, organism, sowing, alternative, drainage, appearance, secure, vegetation, suitability, produce, maturity, organisation, annual, combination, conditions.</i>	<ul style="list-style-type: none"> Pupils know about the growth of food plants from planting the seeds through to harvesting. Pupils can work as a team and share the responsibility for caring for other living organisms. Pupils have a sense of achievement from producing food. Pupils can keep a diary or scrapbook of the process. 	Science: Life cycle of plants. Humanities: Where our food comes from. Literacy: Write for a purpose Numeracy: Making connections and comparisons SMSC: Enjoy learning about the world around them. Gatsby Benchmark 3, 4
		Create and Share: (CS21 – Fire Making) <i>Sheltered, overhanging, structure, sap, xylem, phloem, photosynthesis, distinguish, seasoned, sustainable, managed, fertilizer, oxygen, bush craft, poisonous, delegation, organisation, diversity.</i>	<ul style="list-style-type: none"> Pupils can build a fire. Pupils understand the science of fire. Pupils understand and manage the risks involved. 	Learning Behaviours: Effective participator Self-Manager Science: Fire! Gatsby Benchmark 3, 4

Intended impact:

- Pupils understand how important looking after the environment is to sustain life. Pupils are aware that plants have different life spans and can use this knowledge to grow a variety of fruit and vegetables.

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Pupils to demonstrate greater independence and begin to problem solve for themselves.

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)		Bouldering / Climbing (Inside) <i>Barn door, dyno, gaston, elvis leg, Egyptian, flagging, frogging, heel hook, jamming, lay back, lock off, mantle shelf, matching, rock over, pumped, smearing, toe hook.</i>	<ul style="list-style-type: none"> Pupils to access another climbing / bouldering centre to extend climbing knowledge and skills. 	Humanities: Extending knowledge of the world outside their locality. Learning Behaviours: Self-Manager.
		Bouldering / Climbing (Outside) <i>Leading, gritstone, limestone, quickdraws, stance, nuts, slings, cams.</i>	<ul style="list-style-type: none"> Pupils can advise others of rules and how to keep safe. 	Literacy: Present information Speak coherently Learning Behaviours: Team Worker. SMSC: Cooperate with others.
		Team Building: <i>Accomplished, adaptability, collaborative, define, dynamic, initiative, productivity, strategy.</i> PSHCE: Spring Term (Relationships) Enterprise:	<ul style="list-style-type: none"> Pupils can think of and agree ways in which to communicate with others using both verbal and non-verbal instructions Pupils can listen to and carry out instructions Pupils can collaborate with others when working towards common goals. To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise. To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness. Problem Solving Communication Teamwork Resilience Confidence Initiative Organisation Creativity 	Literacy: Communication. Learning Behaviours: Team Worker, Self-Manager. SMSC: Cooperate with others. Demonstrate mutual respect. Gatsby Benchmark 3, 4
		Cycling: <i>Drivetrain, crank, chain, chain splitter, cassette, terrain, gradient.</i> PSHCE: Autumn Term (Health & Wellbeing)	<ul style="list-style-type: none"> Pupils can perform basic bike maintenance on the trail, E.g. Changing an inner tube. To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety. 	Learning Behaviours: Self-Manager

		<p>Canoeing / Kayaking: <i>Strokes, put-in, take-out, hypothermia, bow rudder, reverse stroke, slalom.</i></p>	<ul style="list-style-type: none"> Pupils can complete the criteria to achieve the Paddle Award - 'Start'. 	<p>Literacy: Comprehend. PE: Canoeing.</p>
		<p>Exploring: Residential Visits: DofE: <i>Organisation, volunteering, physical, skill, expedition, enrol, commitment, cooperation, negotiation, leadership, independence, remote supervision, decision making, mutual respect.</i></p>	<ul style="list-style-type: none"> Pupils can use a map to undertake a journey in unfamiliar surroundings. Pupils to enrol on DofE Silver Award and complete training log. Pupils can sleep away from home for 2 nights at a remote location (Crookstone Barn). Pupils can complete a Silver practice expedition with minimal supervision. 	<p>Humanities: Maps. Literacy: Write for a purpose. ICT: Data bases. Learning Behaviours: Team Worker, Self-Manager. Humanities: Maps. SMSC: Cooperate with others. Demonstrate mutual respect. Enjoy learning about themselves. Enjoy learning about others. Gatsby Benchmark 3, 4</p>

Intended impact:

- Pupils are continuing to apply safety knowledge and practical skills to a widening world, building further resilience.

