

**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 can find information to inform decision making in many areas of their lives. Pupils have a sound knowledge and understanding of the environment, both locally and beyond.

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> <i>Informed, research, experience, knowledge, discover, organisation, decision, negotiation, preference.</i> <b>PSHCE:</b> <b>Summer Term</b> <b>(Living in the Wider World)</b>	<ul style="list-style-type: none"> <li>Pupils can make informed choices about places they would like to visit.</li> <li>To recognise the knowledge and skills needed for setting realistic and challenging personal targets and goals</li> </ul>	<b>Humanities:</b> Awareness of local area. <b>Literacy:</b> Develop vocabulary Comprehend Infer information Research
		<b>Explore and Understand:</b> <i>Comprehend, infer, systematically, reasoning, comparisons.</i>	<ul style="list-style-type: none"> <li>Pupils know how to access information about different places and regions in the UK.</li> </ul>	<b>Humanities:</b> Maps. <b>Literacy:</b> Develop vocabulary Comprehend Infer information Research <b>Numeracy:</b> Working systematically Logical reasoning Making connections and comparisons
		<b>Sustain and Conserve:</b> <i>Growth cycles, maintenance, logical reasoning, informed research, reliable, unreliable, sources, connections, reflection.</i>	<ul style="list-style-type: none"> <li>Pupils can plan and maintain an area on the allotment for a whole year.</li> </ul>	<b>Science:</b> Growth cycles of plants. <b>Literacy:</b> Develop vocabulary Comprehend Infer information Research <b>Numeracy:</b> Working systematically Logical reasoning Making connections and comparisons <b>SMSC:</b> Enjoy learning about the world around them. Use imagination. Be Creative. Reflect on own success. <b>Gatsby Benchmark 3, 4</b>
		<b>Create and Share:</b> <i>Presentation, opinions, independence, negotiation, resourceful, enquire.</i>	<ul style="list-style-type: none"> <li>Pupils can plan a residential visit, researching possible venues, activities and equipment and presenting their proposal.</li> </ul>	<b>Literacy:</b> Develop vocabulary Comprehend Infer information Research Present information and opinions <b>ICT:</b> Retrieving information. <b>Learning Behaviours:</b> Independent Enquirer, Self-Manager,

				Resourceful Thinker <b>Humanities:</b> Maps, locations. <b>SMSC:</b> Cooperate with others. Demonstrate mutual respect. Enjoy learning about themselves. Enjoy learning about others. Socialise with other pupils and other people.
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**Intended impact:**

- Pupils to have a knowledge of the diversity of environments across the country and know how to attain further information in order to access them. Pupils understand what plants require to grow and can research specific requirements for each plant type. This information is used to plan and maintain the allotment for a year.



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Pupils to demonstrate independence and resilience by completing all the elements of the Silver D of E Award.

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<b>Throughout the Year</b> (Many of the themes to be re-visited for pupils to experience the changing seasons and environment)		<b>Bouldering / Climbing (Inside / Outside)</b> <i>British Trad Climbing Grades: Mod/Moderate, Diff/Difficult, VDiff/Very Difficult, S/Severe, HS/Hard Severe, VS/Very Severe, HVS/Hard Very Severe, E /Extreme. Sport climbing, bolts.</i>	<ul style="list-style-type: none"> <li>Pupils to access a further climbing centre to consolidate climbing knowledge and skills.</li> <li>Pupils can access several climbing venues with differing rock types and are able to contribute to the risk assessment for climbing at each place.</li> </ul>	<b>Humanities:</b> Geology. <b>Literacy:</b> Comprehend Infer information Research <b>Learning Behaviours:</b> Self-Manager. <b>Gatsby Benchmark 3, 4</b>
		<b>Team Building:</b> <i>Accountability, cohesive, debrief, implement, process, tolerance, performance.</i>  <b>PSHCE:</b> <b>Spring Term</b> <b>(Relationships)</b>  <b>Enterprise</b>  <b>Art:</b> <b>(Arts Award)</b>	<ul style="list-style-type: none"> <li>Pupils can improve own learning and performance through reflective thinking and actions</li> <li>Pupils can persevere to overcome difficult challenges</li> <li>Pupils can provide advice and constructive feedback</li> <li>To further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise.</li> <li>To further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness.</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> <li>Identifying a leadership role and planning the project's aims.</li> <li>Working effectively with others</li> <li>Reviewing their project and leadership role</li> </ul>	<b>Literacy:</b> Give opinion Listen to an opinion Develop vocabulary Comprehend Infer information Ask questions Answer questions <b>Learning Behaviours:</b> Reflective Learner. Self-Manager. Resourceful Thinker. <b>Gatsby Benchmark 3, 4</b>
		<b>Cycling:</b> <b>Exploring:</b> <i>Gears, derailleur, guidebook, informed choices, assessing, knowledge, experience.</i> <b>PSHCE:</b>	<ul style="list-style-type: none"> <li>Pupils can follow a cycle route by using a combination of signs and maps.</li> <li>Pupils can ride on graded off road cycling and mountain bike routes.</li> </ul>	<b>Literacy:</b> Comprehend Infer information Research <b>Humanities:</b> Maps.

	<b>Autumn Term</b> <b>(Health &amp; Wellbeing)</b>	<ul style="list-style-type: none"> <li>To understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety.</li> </ul>	<b>PE:</b> Cycling. <b>Learning Behaviours:</b> Self-Manager
	<b>Canoeing / Kayaking:</b> <i>Spray deck, ferry glide, J stroke, portage, sculling, white water, weir, eddy, freestyle.</i>	<ul style="list-style-type: none"> <li>Pupils can complete the criteria to achieve the Paddle Award - 'Explore'.</li> </ul>	<b>Literacy:</b> Comprehend. <b>PE:</b> Canoeing.
	<b>Residential Visits:</b> <b>DofE:</b> <i>Organisation, volunteering, physical, skill, expedition, enrol, commitment, cooperation, negotiation, leadership, independence, remote supervision, decision making, mutual respect.</i>	<ul style="list-style-type: none"> <li>Pupils can complete a Silver assessed expedition with remote supervision.</li> <li>Pupils can plan a residential visit, suggesting activities, venues and equipment.</li> </ul>	<b>Literacy:</b> Comprehend Infer information Research Speak coherently Take part in discussion Use new vocabulary Present information and opinions <b>ICT:</b> Data bases, Mapping software. <b>Learning Behaviours:</b> Team Worker, Self-Manager, Resourceful Thinker. <b>Humanities:</b> Maps. <b>SMSC:</b> Social <b>Gatsby Benchmark 3, 4</b>

**Intended impact:**

- Pupils can apply safety knowledge and practical skills to a wider world, continuing to build resilience ready for their next journey beyond Stone Hill School.