

Outdoor Curriculum

Curriculum Expectations



Intent

At Barndale we believe in the safe enjoyment of the outdoors providing training for our staff and our young people. Through a high quality provision, we will look to develop independent outdoor practitioners who practise and encourage a sustainable and sympathetic use of the outdoors by all. We want our young people to promote equal access to the outdoors and inspire others to enjoy the outdoors also. We also want to develop leadership, decision making and technical skills but go beyond this and aim to develop the individual.

Implementation

- Outdoor learning will be taught through engaging, motivating and progressive units across the school and will adapt to the needs of the young people it is being taught to. Outdoor learning will:
- Be taught in a safe, accessible and supportive environment.
 - Encourage young people to pursue qualifications such as the Wild Passport and the Duke of Edinburgh Award.
 - Be timetabled for a minimum of an hour a week or equivalent.
 - Be adaptable and reflect the needs and abilities of the young people who are take part
 - Push and inspire young people to seek out new challenges and realise their potential
 - Coach young people and encourage them to seek out their own interests

Impact

- To evidence that our pupils can do more and know more in the outdoors we will:
- ✓ Collate evidence to monitor progress
 - ✓ Review and increase staff training
 - ✓ Interview pupils
 - ✓ Monitor teaching
 - ✓ Review schemes of work
 - ✓ Follow achievements through Tapestry and eDofE
 - ✓ Liaise with parents and carers to support and encourage outdoor education at home
 - ✓ Work alongside school staff to continue to adapt and improve our curriculum offer

Curriculum Coverage

As a school we use the Wild Passport, Forest School, Commando Jo's resources and DofE programme to help us design our curriculum so it aligns with the chronological development of children and appropriate coverage. Whilst some of our children will not yet be socially or emotionally at the point of understanding the coverage, we will always aim differentiate this to make it as accessible as possible. Due to the needs of our learners we will be flexible with our curriculum teaching to the needs of our learners and being responsive with bespoke sessions that aim to promote enjoyment of the outdoors.

Resources

To ensure the effective delivery of our outdoor curriculum we will use a variety of visual resources such as, visits, visitors, online materials, our own outdoor space/equipment and staff training to support our pupils learning. We will also keep parents informed of any trips, expeditions and progress that is being made by our young people.

Push:

Being able to seek out new challenges, realise their potential and develop their independent thinking, decision making and regulation skills.

Sustainable use of the Outdoors:

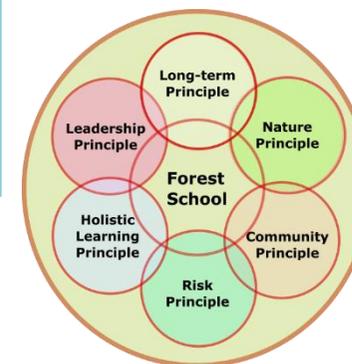
Being able to think about their place and impact on the world and environment around them. Sharing the outdoors with other users and giving back to the community.

Promoting Potential in All:

Taking part in building an outdoor community both in and out of school. Encouraging families, staff and young people to take part in outdoor learning beyond the curriculum.

Character Development:

Following the Commando Jo's Core Characteristics: Respect, Empathy, Self-Awareness, Passion, Excellence, Communication and Teamwork



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Resilience

Empathy

Self-Awareness

Passion

Excellence

Communication

Teamwork



	Being comfortable and respectful outside	Showing how I am unique and making new friends	Trying my best and believe in yourself	Exploring Outdoors	Making friends with myself and learning in a pair	Awe and Wonder and Life cycles
Class 1	Exploring, experimenting and experiencing the outdoor space	Supporting children to recognise that we all have different likes and dislikes	Developing a positive attitude towards being resilient through concentration and focus	Developing the skill of recognising and acknowledging that we all experience different emotions and se	Exploring, experimenting and experiencing the outdoor space	Awe and Wonder Developing an understanding of the concept of change. How we change physically as well as change within ourselves and the skills we have learnt
Class 2	Supporting children to make respectful choices outside	Developing friendship skills through turn-taking, showing kindness and being friendly toward others	Developing perseverance, resilience and supporting peers	Encouraging children to make choices about what makes them feel good	Developing an ability to learn, play and explore with a peer to develop skills of cooperation, turn taking and working with others	Developing an ability to notice the changes they see within themselves and how it makes them feel
	Exploration and Play	Shelter Building	Using Tools/woodcraft	Knots	Skills and Navigation	Fire lighting/ cooking
Class 3 2024/2025	Reinforce rules and boundaries: explain boundaries of area Explore trees in area – tree, plant and leaf identification.	Supported construction of tripod structures. (Mini den building). Erect a lean to shelter, with support.	Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting	Introduction to basic knots. Tying shoe laces, lacing boards, lacing around natural materials. Threading wood cookie Wrap a stick with wool Create journey sticks Friendship bracelets	Use simple compass directions (North, South, East and West) Use simple directional language (near and far, left and right). Follow a simple map of the area.	Observe and talk about fire safety and fire lighting safety procedures. Safety procedures around lit fire and fire circle. Begin to contribute by selecting correct materials needed.
Class 3 2025/2026	Reinforce rules and boundaries Habitat identification Animal print identification	Independent use of tripod structures (animal den building). Introduction to lashing and frapping to make frame.	Continuation of the use of basic tools, peelers, hammer for leaf walloping. (Leaf printing).	More sophisticated use of knots for attaching to structures and trees. Create picture frames from wood. Attach tarp to tree.	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 on a key	Being safe around a fire Contribute to fire lighting. Toast marshmallows

<p>Class 4 2024/2025</p>	<p>Reinforce rules and boundaries.</p> <p>Move logs safely with support Build a bridge.</p> <p>Investigate insects living in FS</p> <p>Make sensory story sticks</p>	<p>Create a shelter using tarps</p> <p>Work successfully as a group to create a shelter.</p>	<p>Continuation of the use of basic tools, knives larger ropes and independent cutting of string and wood. Use of bill hooks, secateurs etc.</p>	<p>More sophisticated use of knots for attaching to structures to structures and trees</p> <p>Cow hitch</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate way around a simple orienteering course</p> <p>Complete a simple 'star' orienteering activity in pairs or small groups</p>	<p>Fire triangle and fire safety</p> <p>Use a 'Flint and Steel' to create a spark.</p> <p>Use a 'Flint and Steel' to create a spark and set fire to a piece of cotton wool.</p>
<p>Class 4 2025/2026</p>	<p>Reinforce rules and boundaries.</p> <p>Take part in outdoor challenges on own and in groups</p> <p>Make something out of wood/natural materials.</p>	<p>Design and build varying sized shelters using tarpaulins and materials found in Forest Schools</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string and wood. Use of bill hooks, secateurs, knives, wood saws</p>	<p>More sophisticated use of knots for attaching to structures to structures and trees Wrapping and frapping frames.</p>	<p>Recognises features and symbols on a map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control)</p> <p>Build trust with a partner when completing star orienteering</p>	<p>Fire safety procedures.</p> <p>Use a 'Flint and Steel' to create a spark and set fire to a piece of cotton wool (fairy pillow).</p> <p>Keep fire lit and safe.</p>
<p>Class 5 2024/2025</p>	<p>Reinforce rules and boundaries.</p> <p>Make a sculpture/make up own nature gams and teach it to a friend</p> <p>Take part in nature treasure hunt</p>	<p>Create a tipi shelter with camouflage.</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string and wood. Use of bill hooks, secateurs, knives, wood saws, Bowsaw.</p>	<p>More sophisticated use of knots for attaching to structures to structures and trees Independent use of lashing techniques</p>	<p>Use eight points of a compass and four figure grid references Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and transferring information from map to ground</p>	<p>Fire safety procedures</p> <p>Cook on a camp fire.</p> <p>Use of Kelly Kettles</p>
<p>Class 5 2025/2026</p>	<p>Reinforce rules and boundaries</p> <p>Create an orienteering course for friends</p>	<p>Shelter building challenges, working in teams the children plan, build and review shelters</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string and wood. Use of bill hooks, secateurs, knives, wood saws, Bowsaw, pruning saw.</p>	<p>More complex knots and ability to select the correct knot for the job.</p>	<p>Use eight points of a compass and four figure grid references (include OS maps)</p> <p>Set, read and follow a bearing Combine map reading and compass skills</p>	<p>Prepare and light a campfire with supervision.</p> <p>Prepare menu / cook food.</p> <p>Use of Kelly kettles,</p>

					Measure the distance between control points and using the map scale, estimate the number of pace required to reach each control.	
DofE	Knowledge of the Scheme and the Wider environment	How to safe in the outdoors	Hiking Skills	Camping Skills	Consolidation	Expedition Preparation
Class 6 2024/2025	State the Countryside Code State some different groups that help the environment (e.g. RSPB). List types of accommodation. Discuss local Northumbrian terms for different landmarks (e.g. burn = large stream). Name a benefit and a limitation of electronics in the outdoors. List different Terrain Classifications in the UK	State ways of staying safe on steep ground. Identify environmental hazards that occur in the mountains. Recognise water hazards. Identify useful items to include in a first aid kit. List ways of treating common injuries. State how to call Mountain Rescue	Understand the signs and symbols of a variety of commonly used maps. Be able to identify spot heights on a map. Understand that 1 grid square represents 1km. Name the points of a compass. Understand the different rights of way and access in the UK.	With support, pitch a variety of tents. Understand the season rating of a sleeping bag. Demonstrate being able to pack and unpack a sleep system. Create a suitable meal plan for an expedition. Show an understanding of 'field hygiene'. Select a camp area. Understand the 'Leave No Trace' principle.	Complete a skills assessment and a practise walk and practise camp and adapt lessons as a result of this.	Skills Assessment, Kit Check, food preparation and packing. Complete a practise expedition. Complete a reflection.
Class 6 2025/2026	State and apply the Countryside Code Research some different groups that help the environment (e.g. RSPB). Discuss types of accommodation. Discuss local Northumbrian and Cumbrian terms for different landmarks (e.g. burn/beck = large stream). Discuss benefits and limitations of electronics in	Discuss ways of staying safe on steep ground. Identify and state how you can manage environmental hazards that occur in the mountains. Recognise water hazards. Identify useful items to include in a first aid kit and additional group equipment suited to the environment. Demonstrate a way of	Demonstrate an understanding of a variety of commonly used maps. Be able to use contours as a way of understanding the shape of a landscape. Demonstrate an awareness of how to measure distance on a map. Name the points of a compass and use it to align the map to the ground. Use a map to identify	As a group, pitch a variety of tents. Understand the season rating of a sleeping bag and apply it in context. Demonstrate being able to pack and unpack a sleep system in an expedition environment. Create a suitable meal plan for an expedition. Demonstrate an understanding of 'field hygiene'.	Complete a skills assessment and a practise walk and practise camp and adapt lessons as a result of this.	Skills Assessment, Kit Check, food preparation and packing. Complete a Bronze expedition. Complete a reflection.

	<p>the outdoors. Discuss different Terrain Classifications in the UK</p>	<p>treating common injuries. State what action can be taken when there is a casualty in the outdoors?</p>	<p>different rights of way and access in the UK.</p>	<p>Select a camp area and give reasons for it. Incorporate a minimum impact approach to camping.</p>		
<p>Class 7 2024/2025</p>	<p>Discuss the CRoW act/SOAC and apply this to use of the outdoors. Research some different groups that help the environment and discuss their history (e.g. RSPB). Discuss types of accommodation and the benefits of each. Discuss local Northumbrian, Cumbrian and Scottish terms for different landmarks (e.g. allt/burn/beck = large stream). Discuss benefits and limitations of electronics in the outdoors and list some useful apps. Experience different Terrain Classifications in the UK</p>	<p>Discuss and demonstrate ways of staying safe on steep ground. Demonstrate how you can manage environmental hazards that occur in the mountains. Recognise and manage water hazards. Demonstrate the use of a first aid kit and additional group equipment suited to the environment. Demonstrate a way of treating common injuries and medication issues. Demonstrate what action can be taken when there is a casualty in the outdoors?</p>	<p>Demonstrate the use of a variety of commonly used maps. Be able to use contours as a way of understanding the shape and height of a landscape. Demonstrate how to measure distance on a map. Name the parts of a compass, take a bearing and use it to align the map to the ground. Use a map to identify different rights of way and access in the UK.</p>	<p>Independently, pitch a variety of tents. Identify and use an effective sleep system. Create a suitable meal plan for an expedition. Demonstrate an understanding of 'field hygiene'. Select a camp area and give reasons for it. Incorporate a minimum impact approach to camping.</p>	<p>Complete a skills assessment and a practise walk and practise camp and adapt lessons as a result of this.</p>	<p>Skills Assessment, Kit Check, food preparation and packing. Complete a Silver expedition. Complete a reflection.</p>
<p>Class 7 2025/2026</p>	<p>Promote a sustainable and responsible use of the outdoors. Talk about some different groups that help the environment and discuss their history (e.g. RSPB). Experience different types of basic accommodation. Discuss and interpret local Northumbrian, Cumbrian, Welsh and Scottish terms</p>	<p>Independently: Discuss and demonstrate ways of staying safe on steep ground. Demonstrate how you can manage environmental hazards that occur in the mountains. Recognise and manage water hazards. Demonstrate the use of a first aid kit and additional</p>	<p>Demonstrate the use of a variety of commonly used maps. Be able to use contours as a way of understanding the shape and height and features of a landscape. Demonstrate how to measure distance on a map and calculate how long it will take to travel. Use a compass as a</p>	<p>Independently, pitch a variety of tents. Identify and use an effective sleep system. Create a suitable meal plan for an expedition. Demonstrate an understanding of 'field hygiene'. Select a camp area and give reasons for it. Incorporate a minimum</p>	<p>Complete a skills assessment and a practise walk and practise camp and adapt lessons as a result of this.</p>	<p>Skills Assessment, Kit Check, food preparation and packing. Complete a Gold expedition. Complete a reflection.</p>

	<p>for different landmarks (e.g. allt/burn/beck/ffrwd = large stream). Discuss benefits and limitations of electronics in the outdoors and list some useful apps. Experience different Terrain Classifications in the UK</p>	<p>group equipment suited to the environment. Demonstrate a way of treating common injuries and medication issues. Demonstrate what action can be taken when there is a casualty in the outdoors?</p>	<p>navigation tool in a variety of contexts. Use a map to identify different rights of way and access in the UK.</p>	<p>impact approach to camping.</p>		
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