

Subject: Forest School (Outdoor Education) – Key Stage 1 & 2

Subject Leader: James Hall

National Curriculum

Throughout Key Stage 1 & 2, students work towards learning and developing as a 'whole' in a holistic, pupil-centred approach – developing a wide range of interpersonal and practical skills as well as academic-focused topics interwoven within Forest School which include sustainable living, nature and our relationship with it. This subject is further embedded by the inclusion of teaching and understanding weather systems, seasons, plant life and wildlife in varying ecosystems. Additionally, it will provide opportunities to develop measuring, reading and instruction, recording and evaluating

Curriculum Intent

The intent of Forest School is to provide a starting point for safe, active, engaging, non-judgmental and continuous platform to develop various personal skills including: **social, physical, intellectual, communication, emotional and spiritual**. Once developed, this will positively impact pupil's self-confidence, self-esteem, teamwork, resilience, positive risk-taking, initiative, commitment, personal responsibility, self-motivation and confidence when confronted with challenging circumstances which also links directly into the wider curriculum. It will help pupils arm themselves with the ability to self-regulate both mentally and emotionally, perform better collaboratively and reach a point where they can thrive within an educational setting and the wider world.

The guiding principles of Forest School are interwoven throughout the year to make a pupil's participation as effective as possible. These guiding principles include:

- 1. Long-term process** of frequent & regular sessions in a natural environment – Sessions taking place at Forest School site at Darley Barn (Darley park)
- 2. Natural Environment** helps support development of relationship between learner and the natural world
- 3. Aims to promote holistic development** of all those involved, developing key aspects highlighted in **GREEN** above
- 4. Opportunity to take supported risks** appropriate to the environment and themselves
- 5. Lead by qualified practitioner** who continuously maintains and develop their professional approach
- 6. Use a range of learner-centred processes** to create a community for development and learning

Our outdoor learning curriculum provides numerous continued opportunities for contextual and applied education and development through experiencing direct connections to the natural world, with key subject links interwoven throughout. As the aforementioned skills are developed, pupils can incorporate said skills into the wider curriculum. Outdoor Learning is at its most potent when it is interwoven with cross-curricular learning and can also be used and adapted by other teaching professionals to enhance subjects in remote and wild places by our highly qualified staff. This can be done by leading and facilitating trips and experiences for all.

By taking a pragmatic view of all the environments available; from the school yard or local park to the mountain tops in the Peak District, we will maximise the learning potential of such spaces and positively impact modern-day alienation from nature and the outdoors. Our pupils will increase their cultural capital through new experiences, practical skills and an exposure and understanding of parts of the natural environment they might not ordinarily have opportunity to experience.

Curriculum Implementation

Term	Content/Topics	Assessment (including formal exam options)
Autumn Term	<p>1</p> <ul style="list-style-type: none"> • Introduction to Forest School – Including general ethos, environment, settings, outdoor spaces, ‘Leave no Trace’ ethos and Forest School Principles - continuously embedded • Highlighting the importance of Forest School, its benefits if engaged and participated in to the best of each pupil’s ability • Health and safety induction – understanding risks around the site and how to manage these to keep themselves and others safe – immediate constant risks and dynamic risks on weekly basis • Expectations throughout Forest School – Behaviour, attitude, opportunities, overview of activities and experiences • Regular Park walks with varying themes/focus, listening and adventurous games e.g. Tree distribution and types in different areas of the park, leaf identification, seasonal observations, general observations. These are only some examples. • Teamwork/Teambuilding activities and games – Scavenging hunts, Silent Line up, Blind Guide, Where’s my Tree?, What’s my Tree called? These are only some examples. • Free-play – With clear boundaries due to the size of the park, pupils given opportunities to have a mini adventure, play games they want to play, climb trees, go for wander into lesser travelled areas (within eyesight/clear entrance/exit points) with little/no input from adults unless asked • Natural Representations – Using branch picture frame, design a picture using natural elements to represent something – Favourite sport or activity, scariest or most excited moments, friendship etc. • Weather observations – What is the weather like today? Will it affect what we do? How will it affect what we do and how we move around the site/park? • Opportunities to experiment with different ways of moving – jumping, running, walking appropriately, effectively and safely. Show increasing control over an object in pushing, throwing, kicking, sliding, catching or flicking. • Practical and crafting skills – opportunities to create a variety of craft items using string, wool, cord, paint and elements of nature e.g. leaves, bark, branches, large logs etc. • Loose structure builds – With initial guidance on stability, pupils given opportunities to create their own shelters/dens and continue to develop week after week <p><i>As weeks progress, less adult involvement will be incorporated and an increased emphasis on child-led decisions and opportunities. Each bullet point above represents a potential activity – the nature of Forest School lends more towards change and adaptation therefore sessions will change depending upon preferences of the participating pupils.</i></p>	<p>Witness statements and observations relating to holistic development of pupils e.g.</p> <p>Social/Communication – Improved/more effective communication, ability to form mutually satisfying relationships with others (friendships), improved manners, ability to take turns and listen to others, showing of kindness and sympathy, learning to lead and follow and when to do each, expressing needs clearly and respectfully and co-operation with others.</p> <p>Physical – Fine/gross motor skill, hand-eye coordination, improved position in space, midline crossing and bilateral coordination e.g. ability to use certain tools, pass and move objects independently or in a pair/group</p> <p>Intellectual – Information processing (steps, instructions), language development, picking up mental concepts and cues, improved listening skills and attention, sequencing</p> <p>Emotional – Improved ability to understand and manage emotions, independence, improved self-esteem, improved feeling of competency and ability to succeed, developed perseverance, ability to cope with disappointments and difficult challenges</p> <p>Spiritual – Development of own moral code, improved sense of right and wrong, developed personal value system, improved sense of worth and positive outlook</p>

	2	<ul style="list-style-type: none"> ● Reiteration of general ethos, environment we live in, 'Leave no Trace' ethos and Forest School Principles – continuously embedded ● Health and safety reiteration – understanding risks around the site and how to manage these to keep themselves and others safe – immediate constant risks and dynamic risks on weekly basis ● Reiteration of expectations throughout Forest School – Behaviour, attitude, opportunities, overview of activities and experiences ● Halloween-based creative opportunities using elements of nature ● Remembrance Day activities – In area of Remembrance within Darley Park, create large poppy on the ground (consisting of fallen red leaves and other natural elements) ● Christmas Crafts – Create Christmas-related decorations, using natural elements, to compliment the Forest School site or take home ● Regular Park walks with varying themes/focus, listening and adventurous games dependent upon the time of year e.g. Tree distribution and types in different areas of the park, leaf identification, seasonal observations, general observations. These are only some examples. ● Natural Representations – Using branch picture frame, design a picture using natural elements to represent something – Favourite sport or activity, scariest or most excited moments, friendship etc. ● Teamwork/Teambuilding activities and games – Scavenging hunts, Silent Line up, Blind Guide, Where's my Tree?, What's my Tree called? These are only some examples. ● Weather observations – What is the weather like today? Will it affect what we do? How will it affect what we do and how we move around the site/park? ● Free-play – With clear boundaries due to the size of the park, pupils given opportunities to have a mini adventure, play games they want to play, climb trees, go for wander into lesser travelled areas (within eyesight/clear entrance/exit points) with little/no input from adults unless asked ● Practical and crafting skills – opportunities to create a variety of craft items using string, wool, cord, paint and elements of nature e.g. leaves, bark, branches, large logs etc. ● Loose structure builds – With initial guidance on stability, pupils given opportunities to create their own shelters/dens and continue to develop week after week <p><i>As weeks progress, less adult involvement will be incorporated and an increased emphasis on child-led decisions and opportunities. Each bullet point above represents a potential activity – the nature of Forest School lends more towards change and adaptation therefore sessions will change depending upon preferences of the participating pupils.</i></p>	<p>Witness statements and observations relating to holistic development of pupils e.g.</p> <p>Social/Communication – Improved/more effective communication, ability to form mutually satisfying relationships with others (friendships), improved manners, ability to take turns and listen to others, showing of kindness and sympathy, learning to lead and follow and when to do each, expressing needs clearly and respectfully and co-operation with others.</p> <p>Physical – Fine/gross motor skill, hand-eye coordination, improved position in space, midline crossing and bilateral coordination</p> <p>Intellectual – Information processing (steps, instructions), language development, picking up mental concepts and cues, improved listening skills and attention, sequencing</p> <p>Emotional – Improved ability to understand and manage emotions, independence, improved self-esteem, improved feeling of competency and ability to succeed, developed perseverance, ability to cope with disappointments and difficult challenges</p> <p>Spiritual – Development of own moral code, improved sense of right and wrong, developed personal value system, improved sense of worth and positive outlook</p>
Spring Term	3	<ul style="list-style-type: none"> ● Reiteration of general ethos, environment we live in, 'Leave no Trace' ethos and Forest School Principles – continuously embedded 	<p>Witness statements and observations relating to holistic development of pupils e.g.</p>

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