

## Subject: Forest School (Outdoor Education) – Level 1 Award in Survival, Bushcraft and Wilderness Ways – Key Stage 4

**Subject Leader: James Hall**

### **National Curriculum**

Throughout Key Stage 4, students continue working 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 including 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 and wide variety of other ways – all of which will be at an appropriate level relating to the pupils involved. Please see 'Curriculum Links' running along the far right of the Curriculum Map as you progress through the year.

### **Curriculum Intent**

The intent of Outdoor Education (Forest School) is to provide a 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.

Our outdoor learning curriculum provides numerous 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 – developing their ability to understand, assess and manage their own risk and safety, increase independence, and develop their understanding around 'failure' so it is experienced as an opportunity to grow/develop and be more equipped to "be the best they can be".

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"> <li>• Introduction to Outdoor Education – Ethos, environment, settings, outdoor spaces, Countryside Code (local and otherwise)</li> <li>• Introduction to NCFE Level 1 Survival Bushcraft and Wilderness ways – Course content, procedures and expectations</li> <li>• Health and safety induction – understanding risks and how to manage these to keep self and others safe (edge tool safety, fire safety, food hygiene, environmental risks) – <i>immediate/detailed and ongoing/brief</i></li> <li>• Expectations throughout Outdoor Education – Behaviour, attitude, dynamic risk assessments</li> <li>• Introduction to the features of different types of environments i.e. wilderness, mountain, river and relevant health and safety considerations</li> <li>• Understand the principles of ‘Public Spaces’ and ‘Environments’ and how they interlink</li> <li>• Principles of <i>conservation</i> and <i>sustainable living</i></li> <li>• Varied and plentiful opportunities to explore immediate environment – become familiarised with fauna, animals, key components (water sources, terrain etc.)</li> <li>• Four elements of survival: <b>Shelter, fire, water and food</b> (importance and key aspects)</li> <li>• Unit Content – 4/6 – ‘Building a purposeful shelter in the wild’/‘Useful Knots and Cordage’</li> <li>• Introduction to shelter building – natural/tarpaulin, considering key aspects and safety</li> <li>• Introduction to essential knots/cordage/rope required for shelter building and key uses</li> <li>• Knot-based activities to re-affirm knowledge and technique</li> <li>• Understand the need for shelter in a wild environment and threats to human life without one</li> <li>• Continue to understand the importance of the philosophy and country code – leave no trace</li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets</p> <p>Pupil portfolio tasks – posters, informational sheets, written activities</p> <p>Photographic evidence</p> <p>Guided reflection</p> <p>Witness statements</p>
	<p>2</p> <ul style="list-style-type: none"> <li>• Reaffirmation of previously developed skills, techniques and uses (Unit 4/6)</li> <li>• Unit Content – 1 – ‘Edged Tools in Bushcraft’</li> <li>• In-depth and consistent health and safety reflections relating to use of edged tools and good practice</li> <li>• Develop understanding of different edged tools, their uses, related health and safety considerations and cutting techniques</li> <li>• Progressive, gradually introduced practical edged tool assessments and ongoing practical projects</li> <li>• Focus on the importance and use of relevant PPE (various gloves types, safety goggles etc.)</li> <li>• Research and discussions surrounding UK Knife Law</li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets</p> <p>Pupil portfolio tasks – posters, informational sheets, written activities</p> <p>Photographic evidence</p> <p>Guided reflection</p> <p>Witness statements</p>

		<ul style="list-style-type: none"> <li>Continue to understand the importance of the philosophy and country code – leave no trace</li> <li>The learner will understand how to treat a knife or axe injury by means of first aid</li> <li>Continued inclusion of activities which utilise previously developed skills in an ongoing basis</li> </ul>	
Spring Term	3	<ul style="list-style-type: none"> <li>Mixed Unit Content – utilising varied skills for varied outcomes</li> <li>Reaffirmation of previously developed skills, techniques and uses (Unit 4/6)</li> <li>Continued use and skill development of various edged tools – folding saw, bow saw, knife and hatchet</li> <li>Continued In-depth and consistent health and safety reflection and utilisation relating to use of edged tools, good practice, trust and respect</li> <li>Demonstration and continued utilisation of three essential cutting techniques – cross-cut, feathering and shaving/whittling in a woodland environment</li> <li><b>Utilising skills, the learner will create a bushcraft item for camp (wooden pegs, mallet) depending upon confidence and ability</b></li> <li><b>Develop deeper understanding of the woodland environment – develop knowledge regarding tree protection and appropriate and responsible pruning techniques</b></li> <li><b>Understanding and collection of three types of tinder – utilisation of tree barks (birch), inner bark from dead tree and fine fibrous organic materials – link to following term’s objectives</b></li> <li><b>Identify and collect correct size kindling (small, medium and large) for small fire</b></li> <li><b>Safely and appropriately split larger log to correct size for kindling (small, medium, large pieces) – link to following term’s objectives</b></li> <li><b>Continue to understand the importance of the philosophy and country code – leave no trace</b></li> <li><b>Continued inclusion of activities which utilise previously developed skills in an ongoing basis</b></li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets</p> <p>Pupil portfolio tasks – posters, informational sheets, written activities</p> <p>Photographic evidence</p> <p>Guided reflection</p> <p>Witness statements</p>
	4	<ul style="list-style-type: none"> <li>Mixed Unit Content – utilising varied skills for varied outcomes</li> <li>Reaffirmation of previously developed skills, techniques and uses (Unit 4/6)</li> <li>Continued use and skill development of various edged tools – folding saw, bow saw, knife and hatchet</li> <li>Demonstrate three different sources of ignition in fire making, and understand the different uses for fire in bushcraft (match, flint and steel, bow and drills)</li> <li>Effectiveness of tinder</li> <li>Understand and explain differences between several types of fire – What are their uses? How are they different? Why are they important? Link back to <b>4 key elements of survival</b></li> <li>Basic food hygiene – link to Food Technology</li> <li>Continue to understand the importance of the philosophy and country code – leave no trace</li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets</p> <p>Pupil portfolio tasks – posters, informational sheets, written activities</p> <p>Photographic evidence</p> <p>Guided reflection</p> <p>Witness statements</p>

		<ul style="list-style-type: none"> <li>Effectively and safely light and maintain a fire to: maintain burn long enough to cook over open fire, boil water and maintain fire burn for at least 10 minutes</li> <li>Understand and demonstrate effective environmental impact of fire-lighting in natural environment.</li> <li>Continued inclusion of activities which utilise previously developed skills in an ongoing basis</li> </ul>	
Summer Term	5	<ul style="list-style-type: none"> <li>Understand where three sources of water is available in the natural environment</li> <li>Understand the need for water when in the wilderness and the importance of its purification</li> <li>Purification of naturally sourced water by a recognised technique</li> <li>Tree identification of at least 5 different species within Darley Park or within the UK</li> <li>Identify properties and uses of hardwood and softwood with the use of pictures and physical samples</li> <li>Understand and develop ability to weave tree bark to make natural cordage – stripping bark from a branch using a bushcraft knife</li> <li>Identify trees/bushes which are seasonal providers of edible flowers, nuts or fruit</li> <li>Continued inclusion of activities which utilise previously developed skills in an ongoing basis</li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets  Pupil portfolio tasks – posters, informational sheets, written activities  Photographic evidence  Guided reflection  Witness statements</p>
	6	<ul style="list-style-type: none"> <li>A pupil-led period of sessions utilising various developed skills throughout the academic year – including whole group/individual projects which utilise the following skills wherever necessary: <ul style="list-style-type: none"> <li>Edged tools – Bow saw, folding saw, hatchet, knife</li> <li>Cordage/rope/tarpaulin – Attempt to set up untired shelter configurations</li> <li>Fire-lighting – May incorporate edged tools (kindling creation etc.)</li> <li>Cooking of food or making of hot drinks for the group</li> </ul> </li> <li>Depending upon level of progress, risk assessments and general level of trust and respect – various trips to National Parks/AONB/local areas not categorised as AONB but altogether very exciting places to visit</li> </ul>	<p>NCFE Level 1 Award in Survival, Bushcraft and Wilderness Ways assessment criteria</p> <p>Skills assessments – Observation logs (staff and pupil) and check-sheets  Pupil portfolio tasks – posters, informational sheets, written activities  Photographic evidence  Guided reflection  Witness statements</p>