

# HPRS CURRICULUM MAP



### SUBJECT AREA: Outdoor Learning

## YEAR / GROUP: KS3/4

#### **BRIEF SUMMARY OF CURRICULUM INTENT**

The outdoor education programme aims to create a supportive, non-judgemental and nurturing environment for young people to feel safe to engage in learning. We support young people in building confidence, improving self-esteem, reducing anxiety, taking supported risks and improving resilience through delivering a hand on, practical, broad and balanced curriculum that is tailor made to the individual.

#### How SMSC and British Values are delivered in this subject

Spiritual – develop a deeper connection to the outdoors and nature. Exploring the outdoors and learning how to work alongside the natural world sustainably.

Moral - helping learners to consider their own relationship with nature and develop respect for it and their place within it.

Social - Engaging with the outdoors to develop socially, emotionally, cognitively and imaginatively.

Cultural – Working within and around Dinedor to enhance it for the local community to enjoy. Developing an understanding of how other cultures have adapted to and developed tools and strategies to live within their environment.

#### **KEY DATES / NOTES**

Timing	Key Skills What pupils are learning to do	<b>Teaching &amp; Learning Themes &amp; Styles</b> Topics, Activities, Learning Styles	Assessment Focus including dates and suggested assessments and methods of assessment	Additional Features <ul> <li>Literacy Elements</li> <li>Curriculum Links</li> <li>Visits / Events</li> </ul>
AUTUMN Half term 1	Horticulture	Horticulture – preparing the ground and planting out a variety of winter vegetables <u>https://www.gardenorganic.org.uk/what-</u> <u>sow-and-plant-october</u>	Teacher and pictorial assessment Can pupils: - Identify, select, safely use and	Biology – plants, soil, plants' needs. Chemistry – fire, the fire pyramid, soil PH
	Fire building	Fire Building – erecting a construction for the parachute. Using a variety of different methods to light a fire.	maintain appropriate tools - Discuss the purpose and safe use of a fire parachute	Cookery – making food/food temperatures and food hygiene/safety.

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			assessment	<ul> <li>Visits / Events</li> </ul>
	Fire cookery/cookery	Cookery - Planning and preparing recipes using produce from the garden/locality. Learning about food hygiene and safety.	<ul> <li>Select appropriate materials, explaining their choices and light a fire safely.</li> </ul>	
	Grounds maintenance	Ground maintenance - Ongoing maintenance of the meadow and woodland. Coppicing wood for hazel fence	<ul> <li>Discuss and explain the fire triangle</li> <li>Plan and prepare recipes using select ingredients</li> </ul>	English – reading/writing recipes and DT plans
	DT/Art	DT – Building chicken coop	<ul> <li>Implement basic food hygiene and translate that to</li> </ul>	
	foraging	Foraging for edible produce in the locality	<ul> <li>campfire cookery.</li> <li>Carry out woodland maintenance and discuss the purpose behind their tasks</li> <li>work from a plan to create a structure</li> <li>Identify different fruit/veg/herbs/fungi recognising safe and harmful plants</li> </ul>	
			Campfire Food hygiene level 2?	

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Autumn 2 Half term 2	The importance of bees	Bee hive construction, area prep – fencing	Teacher and pictorial assessment Can pupils:	Science – pollination, life cycles
	DT Fire	Plan and made a variety of projects. Willow/hazel structure. Christmas related projects – baubles using pyrography pen	<ul> <li>Explain why the bee colony is being build that area and discuss colony threats</li> </ul>	DT – woodwork planning and making a variety of objects.
	Ropes/knots	Continuation of fire building strategies Learning a variety of different knots and their purposes. Making knot bracelets.	<ul> <li>Select appropriate materials, explaining their choices and light a fire safely.</li> <li>Discuss the purpose</li> </ul>	Environmental science – use a conservation plan to effectively develop and area in a
	Grounds maintenance	Ongoing maintenance of the meadow and woodland	of different knots and competently tie a variety of knots with support and	life cycles and
	Husbandry	Taking care of chickens, (can we get someone to come in and give an educational talk?)	independently - Use the meadow conservation plan to continue to develop	animal care/needs Chemistry – chemical reaction
	Natural dying	Use foraged items to dye natural materials	<ul> <li>the area sustainability</li> <li>Explain the chicken life cycle and carryout basic care.</li> <li>Discuss how to prep the material the understand the natural dying process.</li> </ul>	

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<b>SPRING</b> Half term 3	Life cycles	Final beehive preps – building stand and preparing the brood boxes.	Teacher and pictorial assessment Can pupils:	Science – life cycles Chemistry – soil PH
	Animal husbandry	Chicken and sheep care	- Show a basic of	· ·
	Horticulture	Preparing the ground and planting veg for summer. Preparing the area in the meadow for the sheep.	understanding bee colonies and care (before the arrival of the bees)	environments
	Visits to Leaf Farm	Helping with weaning the lambs	- Test soil PH, prepare the ground and plant	
	DT	Individual projects, making sheep pens	seeds - Learning the basics of	
	Grounds maintenance	Meadow prep	<ul> <li>sheep care in preparation for getting our own sheep for the meadow</li> <li>Select, use and maintain appropriate tools to prep the meadow in accordance with the survey.</li> <li>Select, use and maintain appropriate tools in accordance with personal DT projects.</li> </ul>	
<b>SPRING</b> Half term 4	Animal husbandry	Welcoming the arrival of bees Chicken care Sheep care	Teacher and pictorial assessment Can pupils:	Science – animal care, life cycles Science – chemistry
				understanding the

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	Foraging	Forging for natural dying projects continued	- Monitor of the hive	
			weekly to ensure a	and the chemical
	Survival skills/bush craft	Learning key survival and bush craft skills –	healthy and	reactions/purposes
		pupil led based on interests and needs	productive colony.	of used solutions
	Grounds maintenance		- Care for sheep in the	Utilising the
			meadow ensuring	meadow plan and
	Horticulture	Caring for the meadow (following the	that this runs	carrying it out
		conservation plan)	alongside out	effectively
		Caring for veg/fruit	meadow	
			conservation plan.	
			- Care for the chickens	
			appropriately	
			- Select, maintain and	
			safely use tools and	
			machinery Inc.	
			vehicle checks.	
			- Care for the	
			vegetable patch	
			appropriately	
SUMMER	Animal husbandry	Bee care – queen spotting, brood inspections,	•	
Half term 5		checking for disease, super maintenance,	assessment	
		swarm protection.	Can pupils:	
		Chicken care	Understand what	
	Plant/herb identification	Foraging for edible ingredients and creating	- Understand what causes a swarm how	
		healthy meals with them	to protect the hive	
	Ground maintenance	incarting incars with them	against them	
		Grounds care – hedge cutting, moving, brush	- Carry out plant	
	Mountaineering	etc	identification and	
			use these to create	
		Outdoor adventures – planning and carrying	recipes.	
	Residential	out a walk in the locality		

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	Horticulture	Planning an overnight residential on or off site Continue caring for the crops	<ul> <li>Understand tool safety/use and how best to care for the ground in a sustainable manor</li> <li>Read a map at an appropriate level inc. orientating a map, understanding symbols and using handrails</li> <li>utilise taught skills to find an appropriate campsite, and set it up and cook off a self-lit fire</li> </ul>	
<b>SUMMER</b> Half term 6	Animal husbandry DT/maths	Bee care Honey extraction Create a Dinedor honey label and sell the honey	Teacher and pictorial assessment Can pupils:	Science – extraction process (physics) DT and maths
	Plant/herb identification Ground maintenance Horticulture	Foraging for edible ingredients and creating healthy meals with them Grounds care – hedge cutting, moving, brush etc Harvesting the crops	<ul> <li>Extract the honey form the hive</li> <li>Use design software to create a label and effective cost the honey ready for sale</li> <li>Select, use and maintain tools safely</li> <li>Harvest and store different crops and collect seeds for next years</li> </ul>	Science – biology