



Outdoor Learning Progression Road Map

Take responsibility Respect others and the environment Develop resilience Be resourceful



EYFS

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe Sessions Whole class demo firelighting, making charcoal, popcorn, toasting marshmallows.
- **Respect others and the environment**: Woodland visit: litter picks, around school grounds/ in our wild area.
- **Develop resilience** : Working with others to complete wild tribe challenges e.g stick challenge learning to co-operate and tolerate delay, team treasure hunts.
- **Be resourceful**: Using available natural resources (leaves, sticks and

Year 1

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe. Sessions and use of tools.
- **Respect others and the environment**: develop knowledge and understanding of natural world. Tree I.D activities. Woodland walk (Science link) Explore local environment human/physical features (Geography)
- **Develop resilience** Use tools in Wild Tribe session for a specific outcome e.g whittling a stick for toasting marshmallow.
- **Be resourceful**: Using available natural resources (leaves, sticks and stones) to make structures (DT link) Make weather gauges using by reusing materials e.g plastic bottles for a

Year 3

- **Take responsibility** : Explore how we can be responsible citizens as part of a wider community. Look at how different communities in history have been responsible for foraging their own food and building their own shelters (History –Stone Age)
- **Respect others and the environment**: Explore what has shaped our environment past, present and future— rocks sedimentary (Science), The impact of weather— rainfall collection (Geography)
- **Develop resilience** : Wild tribe sessions developing trust (PHSE theme) Blindfold challenges / partner/group work.

Year 2

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe sessions and use of tools.
- **Respect others and the environment**: develop knowledge and understanding of natural world. Mini-beast hunt/ I..D activities. (Science link) Explore local environment human/physical features (Geography)
- **Develop resilience** : Use tools in Wild Tribe session for survival e.g lighting fires, building shelters (PHSE)
- **Be resourceful**: Using available natural resources to create shelters (History—GFL)

Year 4

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe sessions and use of tools Problem solving (PHSE) Sound mapping (p120) Treasure hunts (p114) Circle stick game.
- **Respect others and the environment**: Rivers / Environmental awareness -pollution / litter pick
- **Develop resilience** : — in Wild Tribe session use firelighting and tool skills to observe changes of state melting chocolate in an orange (Science)
- **Be resourceful**: use natural resources/ re-use materials to create wind chimes (p.88)/ little boats (p60) to float on river on educational visit. (Geography)

Year 5

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe sessions ,use of tools and lighting fires. Campfire cooking—seasonal soups (DT)
- **Respect others and the environment**: Exploring natural world—plant/ animal/ minibeast ID and observe seasonal changes over the year (link to understanding of life cycles)
- **Develop resilience** : Plan a group expedition to Carn Brea focus on effective communication: identify challenges, suggest solutions, reflect on successes (PHSE) mapping out route (Geography)
- **Be resourceful**: Using available Wild Tribe resources to create

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Year 6

- **Take responsibility** : Follow rules and expectations of code of conduct for Wild Tribe sessions ,use of tools and lighting fires. Campfire cooking (DT)
- **Respect others and the environment**: Exploring impact of man on the natural world. Focus on water pollution: manmade waste large scale art .
- **Develop resilience** : Plan a group expedition to Carn Brea focus on effective communication: identify challenges, suggest solutions, reflect on successes (PHSE) mapping out route (Geography)
- **Be resourceful**: Using natural resources to create Mandalas (RE—Hindusim/ Buddhism) (p76)