

Subject: Outdoor Education (Enrichment)

Subject Leader

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National Curriculum

Throughout Key Stage 2, 3 and 4 students increase and develop their depth of knowledge through our outdoor educational program – looking at how Maths, English, Science, Geography and many more are connected through contextual learning opportunities. Outdoor Education brings together and embeds the opportunity to use number, develop reading and instruction, the ability to record and evaluate, with and understand natural environments and ecosystems and understand how to preserve and protect the natural world in a holistic and student-centred approach to their learning.

Key cross curriculum links

Geography – Maps, field work and geographical skills

Mathematics – understanding of numbers, area and scale and the quantitative relationships between units. measurement, addition and subtraction

English – Speaking and listening, communication

Science – flora and fauna, everyday materials, states of matter, properties and changes of materials, plants, living things and their habitats

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 enthusiastic staff. This can be done by leading and facilitating trips and experiences for all. Learners will be encouraged to revisit each objective so that they can learn and embed those skills as opposed to simply experiencing them once and potentially not consolidating objectives/skills fully.

Curriculum Intent

Aims

Our aims for Outdoor Education is to provide a safe, active and engaging platform to develop various personal skills: *social, physical, intellectual, communication, emotional and spiritual*.

Once developed, this will positively impact pupil's self-confidence, self-esteem, their ability to work with others, improve resilience and support positive risk-taking, when confronted with challenging circumstances and everyday tasks. This will be as a result of their engagement across various elements of Outdoor Education by experiencing learning through practical programmes and hands-on learning which encompasses life skills and personal development. These programmes include:

- Forest School
- Adventure Activities
- Wild Passport (Beginner-Expert) / Level 2 accreditation
- Duke of Edinburgh (Bronze)

All year groups will follow a set programme, but will all have the opportunity to experience a wide range of adventure activities and sessions to ensure a holistic approach to personal development.

“RESPECT”

The guiding principles of the Respect Collaboration of School's philosophy - “RESPECT”- are interwoven throughout the sessions to form complimentary links to core values and Outdoor Education outcomes. Students will work towards becoming prepared, well-rounded learners and individuals. Along with confidence and resilience, they will develop the ability to be caring, supportive and sympathetic towards other whilst being more able to regulate their social, emotional, mental, physical and spiritual health in a community environment. This should result in learners performing better in collaborative learning and tasks, arming them with the skills necessary to improve themselves in an educational setting and life in the wider world. As confidence grows, they will begin to independently understand, assess and manage individual risk and safety – highlighting that life comes with not only risk but also reward and the importance of better understanding their own limits and that, although it may push them out of their comfort zone, they can continue forward and push through them. It will work towards arming pupils 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. Attainment will be improved: learners who feel comfortable in their environment through a non-judgmental platform will show an increase in positive attitudes and behaviours.

Progressive

With a progressive curriculum map, sessions regularly re-visit previously developed skills, competencies and levels of understanding and provides opportunities to apply them in new, unique and more advanced ways.

Wider World

Outdoor Education brings together and embeds the opportunity to use number in a variety of practical problem solving scenarios, develop speaking and listening skills for effective teamwork and community integration, to be resilient in challenging situations throughout all developmental stages, and reflect on personal growth and engagement. When students access nature, in different contexts through a multitude of experiences, they begin to relate to the world and build up the community ethos which is fundamental to be able to function as part of society or a community.

Whole-Person Development

Personal and interpersonal skills will be developed, physical attributes improved and curriculum knowledge/interconnectivity can be implemented and contextualised throughout. The programme works towards helping pupils arm themselves with the ability to self-regulate both mentally and emotionally, perform collaboratively and reach a point where they can thrive within an educational setting and the wider world – incorporating previously mentioned skills (ability to understand, assess and manage their own risk and safety, increase independence and develop understanding around ‘failure’ and the potential positive outcomes).

Providing first-hand, practical challenges and residential experiences, Outdoor and Adventurous activities incorporates powerful processes for supporting personal/social/character developments – resilience, spiritual, moral, cultural, physical and mental well-being. For example:

- Opportunities for healthy physical activity and developing a healthy lifestyle;
- Opportunities for time in natural places;
- Opportunities to experience awe and wonder with nature and places;
- Self-confidence and self-esteem developed through progressive challenges and skills development;
- Resilience developed through dealing with adversity;
- Developing and managing positive relationships between participants and adults;
- Learning to accept/resolve differences and live/work together;
- Learning how to work in teams;
- Learning in the local area to develop community understanding;
- Experiences of different cultures leading to improved community cohesion and tolerance.

PE

Taking part in Adventurous Activities is a statutory requirement of the Physical Education curriculum in KS4.

Skills for life

Functional and Employability Skills

Learning Outside the Classroom can provide opportunities to develop and practise skills involving communication, collaboration, numeracy, leadership, creativity and innovation.

Personal, Learning & Thinking Skills

Independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation are often best developed experientially, through outdoor learning.

Practical Skills

Outdoor activities and residential visits provide opportunities to practise useful practical skills such as menu-planning, budgeting, food shopping and preparation, hygiene, cooking, camping, tying knots, navigation, swimming, cycling, first aid, using public transport, reading timetables, risk awareness and risk management

The aim of this programme is to provide learners with an alternative way of developing themselves, so they can recognise their abilities and strive to overcome personal boundaries and challenges. The subject will run as its own curriculum, giving more depth and opportunity for those who access day to day School. The sessions will follow a seasonal theme, so activities that take place are suitable for the environment and weather conditions at the time

Proposed activities

Paddle sports
Hill walking
Mountain Bikes
Climbing (artificial wall)

Topics covered include

- National Curriculum Subjects
- Teaching the National Curriculum Outside the Classroom
- Core and Foundation Subjects
- PSHE and Whole Person Development
- Skills for Life
- Functional and Employability Skills
- Personal, Learning & Thinking Skills
- Practical Skills
- Assessing risk and hazards

To Note:

The weather plays a huge part on the facilitation of a safe and engaging session for learners. The curriculum will be used dynamically and used in line with appropriate health and safety planning. The timeline of events may not reflect the map, but content will be covered at appropriate times

The Duke of Edinburgh – Bronze

All of the activities can be used as part of the D of E Bronze award

The students who enrol onto the Bronze award programme will complete the following sections:

- Volunteering - three months
- Physical – six months
- Skills - three months
- Expedition – two days, one night

The award will focus on practical delivery, with a mix of theoretical sessions to support.

Students will complete an online portfolio of evidence which can be used to assess their sectional awards, before completing the full award.

Further information about the award can be found here:

<https://www.dofe.org/>



Curriculum Implementation

	Term/ Topic	Content – Personal Development	Assessment
KS2	Forest Schools	<ul style="list-style-type: none">• Being safe in different environments• Introduction to rules and responsibilities – how to behave• Boundaries- work on relationships with peers, staff and in the community• Games• Teamwork• Fire• Tool skills; bow saw, loppers, secateurs, peelers• Shelter/ Den building• Well-being walks• Outdoor art• Self-esteem – celebrating achievements through various activities	<p>Photo graphic evidence Reflection sheet</p> <p>Enrichment assessment outcomes</p>

	Adventure Activities	<p>Paddle sports</p> <ul style="list-style-type: none"> • Take part in a water based activity • use two or more types of craft • Skills – physical and problem solving • Communication – working with others, following instructions • Water safety <p>Mountain bikes</p> <ul style="list-style-type: none"> • Take part in a mountain bike session • Personal skills course • Making decisions • Games • Short journey/s <p>Walking</p> <ul style="list-style-type: none"> • Country park visits • local park visits • National Trust visit/s <p>Climbing</p> <ul style="list-style-type: none"> • Take part in a climbing wall experience 	<p>Photographic evidence Reflection sheet</p> <p>Enrichment assessment outcomes</p>
	Term/Topics	Content – Wild passport Scheme	Assessment
KS3	Autumn Term	<p>Fire/Cooking</p>  <ul style="list-style-type: none"> • Develop understanding of health and safety relating to use of fire - e.g. fire circle etiquette, extinguishing fire • Develop understanding of fire preparation – e.g. collect, grade and safely add kindling/stick to fire, collect and utilise silver birch and other tinder extenders with a fire • Develop understanding of fire creation – e.g. production of sparks with a fire steel, lighting cotton wool pads • Introduction to cooking over open fire – e.g. cook item on a stick • Cross-curricular – Physical Education, Science (Everyday materials, sates of matter, properties and changes of materials, plants, living things and their habitats, properties) <p>Shelter</p>	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>

	 <ul style="list-style-type: none"> • Develop understanding of various shelter's uses and key attributes (humans and animals) – e.g. construct a bird's nest, build a mini shelter, build a full-size den, build a ridge line shelter, use a storm shelter, ridge pole tarpaulin shelter, lean-to tarpaulin shelter, log-lean-to • Cross-curricular – Science (living things and their habitats, everyday materials, evolution and inheritance, properties and changes of materials), Art and Design, Design and Technology, Physical Education, Maths (measurement, number, addition and subtraction) <p>Fire/Cooking</p>  <ul style="list-style-type: none"> • Continue adhering to health and safety relating to use of fire • Develop understanding of fire preparation – e.g. creation of char cloth • Develop understanding of fire creation – e.g. create an ember with a parabolic dish, demonstrate the tipi fire lay, create an ember on char cloth • Introduction to cooking over open fire – e.g. cook bread over the fire, make a warm drink • Cross-curricular – Physical Education, Science (Everyday materials, states of matter, properties and changes of materials, plants, living things and their habitats, properties, forces) <p>Shelter</p>  <ul style="list-style-type: none"> • Continue developing understanding of various shelter's uses and key attributes e.g. central pole tipi, wattle wall, tarpaulin tipi, A-frame, tent, raised roof tipi • Understand key attributes of suitable/unsuitable locations for shelter • Cross-curricular – Science (seasonal changes, living things and their habitats), English (spoken language, writing), Geography, History, Maths (measurement) 	
Spring Term	<p>Woodcraft</p>  <ul style="list-style-type: none"> • Begin developing understanding of health and safety/PPE considerations with implementation of edged tools – e.g. peel a stick with a potato peeler, safely use a saw (folding and bow), safely use loppers, safely use a froe, safely use secateurs, demonstrate a forehand grip using a fixed blade knife, used a knife to create a pointed end on a stick/flatten one side of a stick • Cross-curricular – Design and Technology, Art and Design, Physical Education, Science (everyday materials, properties and changes of materials) <p>Rope</p>  <ul style="list-style-type: none"> • Develop fine motor skills using simple aims to encourage learners to be able to manipulate small pieces of string with increasing dexterity. • Make a wide variety of rope-based items – e.g. friendship bracelet, make wood cookie mobiles/medallions and thread string, wrapped stick in wool/string, • Learn and apply a wide variety of knots, technique and their uses to be used throughout Wild Passport – e.g. tie overhand knot, half hitch, timber hitch, sheer lashing, reef knot • Cross-curricular – Art and Design, Design and Technology, Physical Education <p>Woodcraft</p>  <ul style="list-style-type: none"> • Continue developing understanding of health and safety/PPE considerations with implementation of edged tools • Use a variety of natural materials combined with various tools to make different useful items – e.g. flexible, natural material to make a ring/hoop, carve a wooden knife, craft a mallet, use a bit and brace (auger drill), produce a tent peg 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>

	<p>Rope</p>  <ul style="list-style-type: none"> • Further develop knife skills – e.g. variety of useful and unique cuts, cutting techniques for different purposes, stop cut • Cross-curricular – Design and Technology, Art and Design, Physical Education, Science (everyday materials, properties and changes of materials) • Continue developing fine motor skills using simple aims to encourage learners to be able to manipulate small pieces of string with increasing dexterity. • Continue making a wide variety of rope-based items – e.g. string a bow, twig loom • Learn and apply a wide variety of knots, technique and their uses to be used throughout Wild Passport – square lashing, braiding, tipi lashing, clove hitch • Understand and apply rope maintenance – clean and coil rope • Cross-curricular – Art and Design, Design and Technology, Physical Education, Maths (measurement), Science (Forces) 	
Summer Term	<p>Nature</p>  <ul style="list-style-type: none"> • Develop confidence identifying varieties of tree with a broad range of activities – birch tree, holly tree, rowan tree, sycamore tree (local, visits to Peak District) • Develop understanding of seasonal changes throughout the year • Develop understanding of the difference between living and dead trees/plants and their relative uses and properties • Develop understanding of mini beasts/insects – habitats, diets, life span etc. • Identify various animals prints and understand their shape, direction of movement, similarities and differences • Compare, describe and explain different habitats • Cross-curricular – Science (plants, seasonal changes, living things and their habitats, animals including humans) 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>
	<p>Nature</p>  <ul style="list-style-type: none"> • Develop confidence identifying varieties of tree with a broad range of activities – oak tree, hazel tree, (local, visits to Peak District) • Find, identify and describe types of fungi • Find, identify and describe edible plants • Understand the structure of a tree, identifying and describing different parts of it • Capture a photograph or video of an animal on a wildlife camera or view one from a hide • Cross-curricular – Science (plants, seasonal changes, living things and their habitats, animals including humans) 	
Term/ topic	Content – Duke of Edinburgh	Assessment

Year 9	D of E Bronze - Volunteering	Three Months <ul style="list-style-type: none"> • Students will engage in the local community and follow a land management plan • Visit local parks • Learn to use garden tools to maintain areas of land within the grounds • Using garden tools to fell/ coppice • Create a compost pile – the process of decomposing • Creating a programme to support local parks networking with Derby City parks team • Environmental enhancements 	EDOFE online portfolio Worksheets
	D of E Bronze - Physical	Six months <ul style="list-style-type: none"> • Students will take part in Hill walking • Visit a variety of locations • Experience different terrain – understanding undulating ground/ steep terrain and body positions • Hill skills / orienteering • Personal fitness – V02 max / breathing zones • Hill fitness sessions • Strength training • Team building activities 	EDOFE online portfolio Worksheets
	D of E Bronze -Skills (expedition training)	Three months <ul style="list-style-type: none"> • First aid and emergency procedures; shock, blisters, CPR, site surveys • Awareness of health and safety; identify and avoid hazards, importance of teamwork, respecting the environment/ weather • Navigating and route planning; use 1:25 scale maps, map direction, grid references, introduction to contours and gradient • Practical map skills; location a position, how to determine direction of travel, checking paths, features, follow planned route card • Compass skills; looking after, setting the map, find a direction, four cardinal points • Camp craft; choosing and caring camping gear, suitable clothing, footwear, rucksack packing, campsite rules and regulations, tents and pitching techniques • Food and cooking; cooking and the use of stoves, handling flammables, discussions on food and acceptable meal cooking, maintaining and cleaning equipment • Countryside, highway codes; what is it, avoidance of noise to rural communities, modes of travel and proficiency, respecting the environment • Observation recording and presentations; choosing an AIM, observation skills • Team building revisited 	EDOFE online portfolio Worksheets
	D of E Bronze -Expedition	Two Days + One Night <ul style="list-style-type: none"> • Follow a pre-planned route over two days in selected area – Peak District • Work in a team to complete observational challenges and support one another – positive communication • Mode of travel – walking • Cook a sufficient meal per person; camp craft cleaning, cooking • Successfully put up a tent and complete an overnight camp • Produce a poster to highlight personal achievements 	EDOFE online portfolio Worksheets End point assessor report

		Term / topic	Content – Wild passport Level 1/2 accreditation	Assessment (including formal exam options)
Year 10	Autumn Term	1	<p>Fire/Cooking</p>  <ul style="list-style-type: none"> • History, potential uses, different methods • Re-affirm 'Leave no Trace' ethos and environmental impact • Fire-lighting in public/private areas – rules to follow • Re-affirm and develop Health and Safety/PPE considerations • Re-affirm and develop Behaviour/attitude expectations and responsibilities • Firewood preparation (using edged tools) – tinder, kindling, main source, feather sticks • Expert-level fire lays/methods – Types, uses, burn times • Expert-level Fire Lays (cont.) – Practical demonstration of lighting, maintaining and extinguishing fire • Opportunities to research/experiment with various fire lays and cooking recipes and incorporate them within sessions • Cross-curricular – Science (states of matter, properties, changes of materials, plants, Everyday materials), PE/physical activity, Design and Technology (practical skills, tool use) History (history of fire lays, countries of origin, uses) <p>Shelter</p>  <ul style="list-style-type: none"> • History, potential uses, different methods • Further utilising edged tools for a useful purpose • Create expert-level purposeful shelters/structures – log or branch wall, bough bed, wattle and daub wall, hammock erection and free-standing ridge pole tent • Opportunities to research various shelter methods and incorporate them within sessions • Cross-curricular – Design and Technology, Physical Education, Maths (measurement, geometry), History, Science (Everyday materials, properties and changes of materials) <p>Nature</p>  <ul style="list-style-type: none"> • Develop confidence identifying varieties of fungi – best undertaken in Autumn 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>
			2	<p>Fire/Cooking</p>  <ul style="list-style-type: none"> • Ingredient preparation for cooking – following appropriate food hygiene measures • Look at recipes from around the world or closer to home – starters, mains, desserts • Basic cooking on open fire – importance of fire size/embers, various cooking methods • Expert-level Tinder creation – Further understand variety of sources and materials e.g. tinder bundles, char cloth

		<ul style="list-style-type: none"> • Expert-level fire lays/methods – Types, uses, burn times • Expert-level fire-lighting methods – traditional flint and steel, magnifying glass, bow drill • Opportunities to research/experiment with various fire lays and cooking recipes and incorporate them within sessions • Cross-curricular – Science (states of matter, properties, changes of materials, plants, Everyday materials), PE/physical activity, Design and Technology (practical skills, tool use) History (history of fire lays, countries of origin, uses) <p>Shelter</p>  <ul style="list-style-type: none"> • Further utilising edged tools for a useful purpose • Expert-level purposeful shelters/structures – freestanding ridge line tarp, bender, jointed A frame, raised platform and leaf litter survival shelter • Opportunities to research various shelter methods and incorporate them within sessions • Cross-curricular – Science (Forces), Design and Technology, Physical Education, Maths (measurement), 	
Spring Term	3	<p>Woodcraft</p>  <ul style="list-style-type: none"> • Re-affirm and continue developing Health and Safety/PPE considerations with implementation of new tools • Re-affirm and develop Behaviour/attitude expectations and responsibilities • Produce a variety of expert-level woodcraft-based items using a variety of tools and techniques - three-legged stool, woven basket, pot hang • Expert-level tool utilisation and techniques – crook knife • Expert-level tool techniques – pull stroke grip • Opportunities to research woodcraft-based items and incorporate their creation within sessions • Cross-curricular – Design and Technology, Physical Education, Maths (measurement), Science (Everyday materials, properties and changes of material), Art and Design <p>Rope</p>  <ul style="list-style-type: none"> • Erect a variety of expert-level structures which utilise new and previously developed knot skills in a progressive context – rope swing, rope bridge, ladder • Safely and effectively use a variety of edged tools – Fixed blade knife, axe/hatchet, folding saw, bow saw, froe • Create a variety of Art and Design crafts new and previously developed knot skills – God’s Eye and more • Learn a variety of new knots and understand their uses – Bowline knot • Opportunities to research a wide variety of knots (knots for a purpose, creative knots) • Cross-curricular – Physical Education, Design and Technology, Art and Design 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>

	4	<p>Woodcraft</p>  <ul style="list-style-type: none"> • Re-affirm and continue developing Health and Safety/PPE considerations with implementation of new tools – axe/hatchet • Re-affirm and develop Behaviour/attitude expectations and responsibilities • Safely and effectively continue using a variety of edged tools – Fixed blade knife, folding saw, bow saw, froe • Develop and consolidate expert-level woodcutting techniques – splitting a large log using wedges, saddle joint, production of a cooking utensil • Cross-curricular – Design and Technology, Physical Education, Science (Everyday materials, properties and changes of materials), Art and Design <p>Rope</p>  <ul style="list-style-type: none"> • Erect a variety of expert-level structures which utilise new and previously developed knot skills in a progressive context – sack chair, rope ladder • Safely and effectively use a variety of edged tools – Fixed blade knife, axe/hatchet, folding saw, bow saw, froe • Create a variety of Art and Design crafts new and previously developed knot skills – detailed dreamcatcher and more • Make natural cordage and develop ability to whip ends of a rope following step-by-step processes • Cross-curricular – Design and Technology, Physical Education, History, Science (plants, properties and changes of material) 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>
Summer Term	5	<p>Nature</p>  <ul style="list-style-type: none"> • Develop confidence identifying varieties of tree with a broad range of activities – beech tree, ash tree (local, visits to Peak District) • Create nature-supportive items – bird feeder • Develop understanding and ability to identify variety of minibeasts • Continue mastering abilities in previously covered topics – Rope, Woodcraft, Shelter, Fire/Cooking • Cross-curricular – Science (plants, seasonal changes, living things and their habitats), Design and Technology 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>
	6	<p>Nature</p>  <ul style="list-style-type: none"> • Develop confidence identifying varieties of tree with a broad range of activities – hawthorne, elder • Develop understanding of minibeasts (similarities, differences, identification) by creating a dichotomous identification key • Create nature-supportive items – hedgehog house • Develop confidence identifying types of birds (local, visits to Peak District) • Continue mastering abilities in previously covered topics – Rope, Woodcraft, Shelter, Fire/Cooking • Cross-curricular – Science (plants, seasonal changes, living things and their habitats, working scientifically), Design and Technology 	<p>Photo/written evidence/witness statements – individual portfolio</p> <p>Posters/Information sheets/Checklists</p> <p>Written activities</p>

Term/ topic		Content – Adventurous activity programme	Assessment (including formal exam options)
Year 11	Autumn Term	<p>1 Paddle sports - BCAB</p> <ul style="list-style-type: none"> • Introduction to the sport/s, ethos, content of sessions • Introduction to progressions and awards to be covered • Water safety – how to be safe around water before, during and after; flow of water, contents of river, flood risks/ assessments and gauges 	<p>Visual assessment Skill monitoring pro forma Worksheets EDOFE</p>
		<p>2</p> <ul style="list-style-type: none"> • Teamwork – identifying methods to keeping each other safe in a water environment • Equipment – how to use, check and store appropriately • Craft – understand the different types of boat; how to use, where to use • Manual handling – effective and correct movements and loads within a group • Paddling skills – basic use of different paddles and the correct craft to be matched with -Balance, forward, backwards, sideways, stopping, edging • First aid; drowning, CPR, Secondary surveys, general slings and bandages • Weather; force(beaufort scales), cloud indications • Planning for a session; plan, prepare and execute a trip in a selected craft for 1km 	<p>Frameworks - Wellbeing - BCAB Paddle; START, DISCOVER, EXPLORE</p> <p>Outcomes – Personal awards - Paddle START - Paddle DISCOVER - Paddle EXPLORE</p>
	Spring Term	<p>3 Hill walking - MTE</p> <ul style="list-style-type: none"> • Introduction to walking in different contexts; country parks, hill walking, mountainous • Health benefits • Backgrounds to law a legislation surrounding hill walking; kinder trespass, Access land, CROW Act • Clothing and equipment; packing a rucksack, choosing correct footwear, warm/cold conditions, waterproofs, maintenance • Health and safety surrounding activity: risk taking and hazards awareness; stream crossing, terrain, location • Navigation – following the NNAS training scheme to work towards either Bronze or Silver levels; lowland and upland differentiation; cardinal points, route planning, bearings, grid references topographical features, scale, distance, measurement, time, gradient (contours) • Rescues and scenarios; how to obtain help in environment and protocols to follow; Mountain rescue, 999 • Leadership and group management; how to support individual/s; emotionally, physically • Cooking on a journey ; use of equipment, selecting food, weight and contents, methods • Weather; cloud formations, weather reports, pressure bars • Planning for a session; plan, prepare and lead a section of terrain to support navigation requirements and group management • First aid – basic applications, CPR, secondary surveys • Expedition – follow a training programme to achieve a two day, one night camping trip as part of the D of E framework 	<p>Visual assessment Skill monitoring sheets Worksheets EDOFE – if enrolled on D of E programme</p>

	4	<p>Climbing – Key Skills</p> <ul style="list-style-type: none"> • Introduction to climbing and the various applications; indoors, outdoors, mixed with walking, low level weaselling, bouldering • Visit an indoor climbing wall as part of a sequence of sessions • Visit a bouldering wall as part of a sequence • Rappelling – when to ascend/ descend • Knots – effective use for tying in; harness, anchor points, top ropes • Belaying; partner competencies, methods, rescue techniques, balancing loads, types of belaying and different use for devices • Equipment; karabiners, leashes, slings, ATC’S / GriGri <p><i>Aims – climbing – Based on the NICAS scheme or work</i></p> <ul style="list-style-type: none"> • Develop climbing movement skills and improve levels of ability • Develop climbing movement skills and improve levels of ability • Learn climbing rope-work and how to use equipment appropriately • Develop risk assessment and risk management skills in the sport • Work as a team, communicate with, and trust a climbing partner • Provide a structure for development, motivation and improved performance • Develop an understanding of the sport, its history and future challenges • Provide a record of personal achievement • Point the way to further disciplines and challenges in climbing beyond the scheme. <p><i>Aims – bouldering- based on the NICAS scheme of work</i></p> <ul style="list-style-type: none"> • Develop climbing movement skills and improve levels of ability • Learn climbing rope-work and how to use equipment appropriately • Develop risk assessment and risk management skills in the sport • Work as a team, communicate with, and trust a climbing partner • Provide a structure for development, motivation and improved performance • Develop an understanding of the sport, its history and future challenges • Provide a record of personal achievement • Point the way to further disciplines and challenges in climbing beyond the scheme. 	<p>Frameworks</p> <ul style="list-style-type: none"> - Well-being - NNAS Navigation - Lowland leader syllabus - NICAS level 1 <hr/> <p>Outcomes –Personal Affiliation</p> <ul style="list-style-type: none"> - NNAS Bronze Navigator - NNAS Silver Navigator - NICAS Level 1
Summer Term	5	<p>Mountain Bikes - MIAS Personal Riding Skills</p> <ul style="list-style-type: none"> • Advanced techniques for terrain application – technical skills 	<p>Visual assessment Skill monitoring sheets Worksheets EDOFE</p>

		<ul style="list-style-type: none"> • Group management; general, specific • Personal riding equipment • Group equipment 	
	6	<ul style="list-style-type: none"> • Access and conservation – flora and fauna • Navigation/ route finding/ following • Weather • History of Mountain bikes • First aid • Trail side repairs • Bike maintenance - CYCLE FIT 1-3 <p>Key components</p> <ol style="list-style-type: none"> 1. Assist the leadership of mountain bike activities that promote environmental responsibility 2. Develop assistant mountain bike leadership skills 3. Developing assistant mountain bike skills 4. Personal journeying skills 5. Trail bike maintenance 	<p>-Personal progression awards-GEARS</p> <p>-Mountain Bike levels 1-3</p> <p>- Junior assistant mountain bike leader</p> <p>-CYCLEFIT</p>