



Hollinswood Primary School and Nursery

EYFS

Autumn Term
Forest School Focus

Understanding the world

All curriculum areas

Science

Seasonal change
Key concepts and themes- processes and change, habitats, living things

Geography

Who am I and where am I in the world? (processes and change- senses- space and place)

Responsibility

Respect

Resilience

Resourcefulness

Design and Technology

Materials and cooking

KS1

How does the weather and world around me change everyday? (science observation, geography fieldwork and climate change)

- Observe human features changing through time
- Record and note these changes with tally charts
- Use maps and directional language North, East, South and West

What has the weather got to do with climate change?

Geography /Sustainability focus

KS1 Interpretation (map skills): symbols, maps, north, east south, west, compass points, orient, navigate, locate, routes, near, far, left and right, sketch, plan, route

History and geography enrichment-

Heritage study
Land use/ change

Mining and Living Conditions- Settlement and jobs

Heritage Focus Unit Geography, History



Land Use and Surveys
Geography and History Focus

Forest School Science Focus
-Classification, Habitats, -Awe and Wonder and local wildlife

- create a tally and bar chart to show change in land use
- plan a simple route and use compass directions (N, E, S and W) to find my position

How can we use maps to learn about changes to the settlement we live in? (Yr2)

Geography fieldwork Map work, fieldwork

LKS2

LKS2 Fieldwork: charts, graphs, observation of physical and human features, gather data, land use careful observation of processes and change

LKS2: Interpretation (map skills): topographical map, contour lines, label, identify, boundary, border, symbol, OS maps, interpret, patterns, digital maps, latitude, longitude

Geography and History
-Land Use
-topographical maps (The Wrekin)
Fieldwork- Stone Age and the Wrekin

- use OS maps to notice topographical changes
- use contour lines to talk about height
- use a key on a map to show how land is used

Heritage focus unit
- Geography-land use fieldwork/ History changes over time
Community action (litter picking)

- use OS maps to notice topographical changes
- use contour lines to talk about height
- use a key on a map to show how land is used

Wroxeter- The Romans and the Cornovi Tribe
Geography and history focus



Forest School Science
- classification/life and growth of plants
Geography
- tree surveys
-Environment, awe and wonder in nature
-settlement

Heritage focus unit
-Geography
-land use surveys (fieldwork)
-History changes over time
-Community action (litter picking)

Forest School Science focus Habitats
- Living Things and Classification of species
-Data collection (maths), and science and geography fieldwork

UKS2

Forest School Geography Map Skills Focus Unit

- know what Northings means and Eastings means
- begin to use six figure grid references, eight compass points and OS maps to locate places
- find landmarks using six figure grid references

Geography and Sustainability Fieldwork Focus

- plastic survey and litter collection

Orienteering Arthog/ John Muir Award and Curriculum Enrichment Week

- gather plastics and explain the purpose for conservation
- move quickly and efficiently locating places and using maps while moving

Science and geography fieldwork and investigation-

What living things live in our local area?

Map Skills and Orienteering

UKS2 Interpretation (map skills): grid reference, four figure grid reference, six figure grid reference, northings, eastings, scale, key, contour lines, symbols, compass directions eight compass points: north, north-east, north-west, south, south-east, south-west, west and east x and y axis, symbols, OS maps, ordnance survey, locate, find, navigate, orienteering

Forest School and Outdoor Learning

Outdoor learning is an important thread throughout our curriculum for several reasons. **Firstly**, it embeds a sense of belonging, attachment and place for our children and all the stakeholders in our curriculum. **Secondly**, it allows children to develop a sense of space and place in the world, making sense of it through the lens of the needs of their lives and issues within their communities and wider world. Forest School and outdoor learning often weaves into our heritage curriculum, geography fieldwork and scientific investigations. **Thirdly**, forest school and outdoor learning opportunities link to another key thread in our curriculum offer, which is sustainability. The children are given a wide range of opportunities to learn outdoors, conduct geographical environmental surveys and again embed the sense of place in an ever changing world. Forest school is also a place in which, we can close gaps with pupils regarding vocabulary and learning, where key aspects of our curriculum are enriched- this can be seen on the roadmap to the right.

Outdoor learning also supports and embeds **British Values** into our curriculum:

- Democracy (through work linked to the heritage curriculum)
- The rule of law (ideas of citizenship, tidying our community, sustainability and looking after the natural world)
- Individual liberty (choice)
- Mutual respect (we deliberately promote group work and project work in Forest school)

Finally, it gives our children cultural capital, a sense of awe and wonder and wider opportunities to see learning as a process that happens everyday in the world around. It also embeds core British Values which are re-enforced through developing their grasp of our core school values as well as embedding our school values (4Rs).

Forest School and Outdoor Learning Progression and Curriculum Links



EYFS

KS1

Year group	Knowledge and curriculum subject links Key curriculum themes: community and belonging, processes and change, heritage, diversity and equality	Personal Development Opportunities Responsibility, Respect, Resilience and Resourcefulness: British Values- Tolerance, mutual respect, individual liberty Communication and Language	Extra (seasonal) experiences
Nursery	Forest School safety rules: <ul style="list-style-type: none"> • Boundaries • Fire square • Whistle • Carrying sticks Science and geography fieldwork- Seasonal changes (processes and change) Science classification- Names of minibeasts and the names of woodland animals	Fundamentals of movement- physical development and P,E, Dragging sticks- Fine motor – bird feeders, collecting blackberries Balancing Dressing in waterproofs with support Turn taking Using the balancing rope with support (fundamentals of movement- co-ordination) Science- Observation (minibeasts)	Fire and marshmallows
Reception	As Nursery, plus: Forest School safety rules: <ul style="list-style-type: none"> • Safe den building • Safety around the fire Science classification and observation+ geography fieldwork- Plant/fungi facts – blackberries Suitable wood for firewood Names of woodland birds Design and Technology- Toasting marshmallows/bread with support Making blackberry pancakes Making seasonal decorations/ivy crowns (fine motor)	Dressing in waterproofs with less help (responsibility, individual liberty) Tidying waterproofs after use (resourcefulness, responsibility) Den building (physical development, collaboration, communication and language) Tree climbing (individual liberty, risk management) Making seasonal decorations/ivy crowns (fine motor) Using the balancing rope with support (physical development and fundamentals of movement) Lifting and carrying (physical development, responsibility) Sharing (mutual respect and tolerance)	Whole day at Forest School (inc. lunch) Blackberry pancakes
Year One	As Reception, plus: Science and geography fieldwork (processes and change) Seasonal knowledge – order and changes Different animals are suited to different habitats Heritage (geography and history- see map skills progression document) Local area knowledge – Randlay Valley and Town Park Understanding a simple map of the school site Understanding a simple map of Hollinswood Physical Development/Design and Technology Using a trowel	Dressing in waterproofs independently (responsibility, individual liberty) Turning waterproofs inside out (responsibility, individual liberty) Using the swing independently (individual liberty) Teamwork (mutual respect and tolerance)	
Year Two	As Year One, plus: Science and geography fieldwork- Classification: Names of plants and trees: holly, oak, yew, ivy, hawthorn bramble, silver birch, rowan, daisy, buttercup, clover, dandelion Habitats – micro: under logs, on a tree etc macro: woodland, grassland, wetland Names of birds in local area: Canada geese, swans, moorhen Design and Technology and expressive arts and design: Safe use of a peeler Safe use of a bowsaw Whittling using a peeler – make a toasting stick Sawing using a bowsaw with support	Responsibility, Respect, Resilience and Resourcefulness: Dressing/undressing in waterproofs independently and tidying afterwards Teamwork (mutual respect and tolerance)	Forest School After Dark



Year group	Knowledge and curriculum subject links Key curriculum themes: community and belonging, processes and change, heritage, diversity and equality and sustainability	Personal Development Opportunities Responsibility, Respect, Resilience and Resourcefulness British Values- Tolerance, mutual respect, individual liberty communication and language	Extra (seasonal) experiences
<p>Year Three</p>	<p>As Year Two, plus:</p> <p>Science fieldwork, classification, observation, biology (life and growth):</p> <ul style="list-style-type: none"> • Parts of a plant • Life cycle of a plant • Different parts of a flowering plant perform different functions • More plant names • Foraging • Planting seeds <p>Design and Technology</p> <ul style="list-style-type: none"> • How to cook safely on the fire • Making pancakes • Removing flowers from elderflower heads <p>Geography, History (heritage) and Sustainability:</p> <ul style="list-style-type: none"> • Completing a tree survey • Forests are a natural feature of the environment • The role trees play in nature/protecting our planet • The industrial revolution and industry led to forests being destroyed • Humans are now less connected to nature than they were in the past • Retail, housing developments and farming have reduced forest and greenspaces • Reacting emotively to trees, forests and nature describing what we like about them • Heritage walk 	<p>Rule of law</p> <ul style="list-style-type: none"> • Active listening • following instructions • risk management <p>Respect</p> <ul style="list-style-type: none"> • Active listening • Following instructions <p>Responsibility and individual liberty</p> <ul style="list-style-type: none"> • Risk taking, risk benefit • Agreed risks • Community responsibility • Litter picking • Sustainability • De-forestation and nature • Awe and wonder <p>Resourcefulness</p> <ul style="list-style-type: none"> • Foraging • Collecting materials • Tidying • Making wildlife areas • Knot tying and lashing 	<p>Elderflower pancakes Making natural paint Leaf bashing Making natural paint</p>
<p>Year Four</p>	<p>As Year Three, plus:</p> <p>Science fieldwork, classification, observation, biology (life and growth):</p> <ul style="list-style-type: none"> • Recap on habitats • Safe use of a peeler • How to categorise living things • Micro habitats • Classification: insects, arachnids, gastropods, crustaceans, myriapods • Searching for invertebrates • Using a sweep net • Observing and classifying invertebrates <p>Geography, History, Local Area Study and fieldwork</p> <ul style="list-style-type: none"> • Comparing local areas and environments (Randlay Valley, Town Park, school grounds) • Heritage walk <p>Art</p> <ul style="list-style-type: none"> • Using charcoal, mud, leaves and berries to make natural paint <p>Design and Technology</p> <ul style="list-style-type: none"> • Whittling using a peeler and/or penknife 	<p>Resilience</p> <ul style="list-style-type: none"> • Using equipment • Teamwork • Collaboration • Communication • Respect for difference • Views and opinions (democracy through heritage focus) 	



UKS2

Year group	Knowledge and curriculum subject links Key curriculum themes: community and belonging, processes and change, heritage, diversity and equality and sustainability	Personal Development Opportunities Responsibility, Respect, Resilience and Resourcefulness British Values- Tolerance, mutual respect, individual liberty Communication and Language	Extra (seasonal) experiences
Year Five	<p>As Year Four, plus:</p> <p><u>Geography Map Work Focus</u></p> <p>Reading and giving four and six figure grid references</p> <p>Map orientation</p> <p>what a grid reference is</p> <p>what a four figure and six figure grid reference are</p> <p>what the x and y axis are</p> <p>a number of symbols on an ordinance survey map</p> <p>that ordinance survey maps are detailed maps of areas</p> <p>the eight points of a compass</p> <p>what magnetic north means</p> <p>that observation is a geographical skill</p> <p>that map reading is a geographical skill</p> <p>what the word orientate</p> <p>that by observing landmarks is important to locate places on maps</p> <p>that landmarks, symbols, keys on maps, contour lines, compasses and orientation all help me locate places accurately</p> <p>that using a compass and observing helps me find place on maps</p> <p>that grid references are recorded eastings first before northings</p>	<p>Rule of law</p> <ul style="list-style-type: none"> Active listening Firelighting with matches following instructions risk management <p>Respect</p> <ul style="list-style-type: none"> Active listening Following instructions <p>Responsibility and individual liberty</p> <ul style="list-style-type: none"> Risk taking, risk benefit Agreed risks Community responsibility Litter picking Sustainability De-forestation and nature Awe and wonder <p>Resourcefulness</p> <ul style="list-style-type: none"> Foraging Collecting materials Tidying Making wildlife areas Knot tying and lashing <p>Resilience</p> <ul style="list-style-type: none"> Using equipment Teamwork Collaboration Communication Respect for difference Views and opinions (democracy through heritage focus) 	Cooking over the fire



UKS2

Year group	Knowledge and curriculum subject links Key curriculum themes: community and belonging, processes and change, heritage, diversity and equality and sustainability	Personal Development Opportunities Responsibility, Respect, Resilience and Resourcefulness British Values- Tolerance, mutual respect, individual liberty Communication and Language	Extra (seasonal) experiences
Year Six	<p><u>Science and Geogrpahy Fieldwork:</u></p> <p>I know:</p> <p>that scientists ask questions and make predictions.</p> <p>that a predication is called a hypothesis</p> <p>that scientists observe and measure in order to collect data.</p> <p>that scientists gather and record data.</p> <p>that data will either prove or disprove a hypothesis</p> <p>that classification is a system of sorting according to specific criteria</p> <p>that animals and plants are classified in to Kingdom, Phylus, Class, Family, Genus, Species</p> <p>Fieldwork and evaluation is an on-going process that forms as ideas change in a group of scientists</p> <p>I know how to:</p> <p>plan different and implement types of scientific enquiries to answer questions, including recognising and controlling variables when necessary.</p> <p>use test results to make predictions to set up further comparative and fair tests.</p> <p>take measurements, using a range of scientific equipment, including a thermometer, data logger and voltmeter with increasing accuracy and precision, taking repeat reading where appropriate</p> <p>record data and results of increasing complexity (scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs)</p> <p>report and present findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results, in oral and written form such as displays or presentations</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>gather data from fieldwork to investigate enquiries</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Rule of law</p> <ul style="list-style-type: none"> Active listening Fire lighting with matches following instructions risk management <p>Respect</p> <ul style="list-style-type: none"> Active listening Following instructions <p>Responsibility and individual liberty</p> <ul style="list-style-type: none"> Risk taking, risk benefit Agreed risks Community responsibility Litter picking Sustainability De-forestation and nature Awe and wonder <p>Resourcefulness</p> <ul style="list-style-type: none"> Foraging Collecting materials Tidying Making wildlife areas Knot tying and lashing <p>Resilience</p> <ul style="list-style-type: none"> Using equipment Teamwork Collaboration Communication Respect for difference Views and opinions (democracy through heritage focus) 	Cooking over the fire