

Sandhill View

Outdoor Learning Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately, we want students to ***'Know More, Do More and Go Further'***

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes project-based learning, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Outdoor Learning curriculum is planned to allow students to become immersed in the world they live in and allow them to have personal growth in the skills that are required to be a well-rounded citizen, whilst conducting a range of fieldwork linked to Geography. By completing a range of topics, students build skills that are transferable across all curriculum areas and help them put theory into practice. The Outdoor Learning curriculum will enhance pupils' self-confidence, motivation and physical skills through project-based learning. The Outdoor Learning curriculum is planned to enable all students to confidently develop knowledge and skills in the following areas:

- Confidence
- Social awareness
- Environmental awareness
- Physical skills
- Personal qualities
- Key skills
- Health and fitness
- Broaden horizons

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is delivered throughout Key Stage 3 (years 7, 8 and 9). It is structured to build on prior knowledge and inform for future learning at KS3 in years 7, 8, and year 9. Each year builds on the skills and techniques gained in the previous year. The topics are taught via project-based learning in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Literacy

We know that students who read well, achieve well. As such all-subject areas are committed to providing regular opportunities to read extensively. In Outdoor Learning we have incorporated literacy through using SMART readers, speeches and incorporating the word of the week. We have key vocabulary that are embedded throughout using PUSH and FRAYER models.

KNOW MORE: Our Key Stage 3 Outdoor Learning Curriculum includes the following areas of study:

Three year KS3 with 1 hour per week allocated to Outdoor Learning.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>Outdoor Art (Respect)</p> <p>Introduction to the forest – health and safety whilst in the forest school, equipment and expectations.</p> <p>Crafting frames – using natural forest material to create picture frame to represent respecting nature, students to make comparisons between respect and lack of respect for natural environments and what that would look like.</p> <p>Creation of dream catchers – what are your dreams for the future? What would be the impact of not respecting the environment on a local, national and global scale. How would your dreams look if no one cared?</p>	<p>Navigation (Location)</p> <p>What is the history of maps? What are the different types of maps that are available?</p> <p>What makes a successful map? Explore a range of maps and create a criterion of what a good map should contain.</p> <p>Practical skills of how to use a map using a compass.</p> <p>Creation of natural compasses vs professional map compasses.</p> <p>Practical task using compasses to navigate and an orienteering challenge.</p>	<p>Forest Trails (Biodiversity)</p> <p>Tree and plant identification (quadrats – link with Science) – use of QR codes for tree identification, create own map to assess and present biodiversity from quadrat use.</p> <p>Habitat mapping – combining understanding of different habitats and what makes a successful map to create a map of the various habitats within the school grounds – providing a foundation report to the biodiversity within the school grounds.</p>	<p>Poetree (Resilience)</p> <p>Reflective reading in the forest, based on environmental stories, fables and poems.</p> <p>Learn about famous speakers who have led the ‘green revolution’.</p> <p>Creation of stories, speeches and poems to highlight the importance of sustainability.</p>	<p>Bushcraft (Teamwork)</p> <p>Development of team work and communication through animal tracking, shelter building, boat creations.</p> <p>The ultimate test will be the 15 minutes to survive challenge which requires students to work together to put all their skills together to create a camp in under 15 minutes.</p>	<p>Elements of nature (Biodiversity)</p> <p>Importance of soil – acidity, composition – link to types of plants which could survive, link to safe construction. (potential link with Science for experiment?)</p> <p>Providing nature, a habitat – beetle banks, pond dipping.</p> <p>Camp roundup – closing down for summer – important maintenance to keep habitats alive/prepare for winter.</p>

Year 8	<p>Outdoor Music (Recycling)</p> <p>Sounds of the forest – creating music using the natural environment of the forest school.</p> <p>Use of vegetables to make music eg carrot flute.</p> <p>Creation of wind chime using recycled products.</p> <p>Exploration of impacts of recycling on a local and national level.</p>	<p>Infiltration investigation (Sustainability)</p> <p>Investigation into the impact of infiltration in an urban environment. Investigation question: What is the impact of infiltration on urban flood risk?</p> <p>Complete full investigation into infiltration rates around the school grounds.</p>	<p>UK Land Use (Location)</p> <p>Exploration of the UK land use.</p> <p>Exploration of historic land use in Sunderland.</p> <p>How is land used within the school grounds?</p> <p>Complete synoptic style assignment which explores land use and production of a report to explain the most appropriate use of that land.</p>	<p>Spring Awakening (Biodiversity)</p> <p>Introduction to identifying species – what to look out for, how to be safe ‘leave only footprints principle’</p> <p>Mini beast investigation – Investigate the biodiversity of different areas of the school grounds building on knowledge gained from habitat mapping which will provide students with a better understanding of suitable locations to monitor biodiversity.</p>	<p>Bush crafts (Teamwork)</p> <p>Fires without trace – building safe campfires.</p> <p>Using fires to make a hot drink – survival methods.</p> <p>Comparison task – Open fires vs Kelly Kettles – environmental impact and speed to survive.</p> <p>Creation of Whittled tools such as marshmallow fork.</p>	<p>Pigmentree (Resilience)</p> <p>Japanese Art of Hapa zome – Using plants and cloth to release their natural pigments onto cloth.</p> <p>Create a tablecloth that demonstrates the importance of biodiversity in urban areas.</p>
Year 9	<p>Outdoor First Aid (Resilience)</p> <p>Students to learn the basic first aid acronym DRsABCD and be able to perform a full primary survey.</p> <p>Students will be prepared to react to a variety of scenarios and be able to respond appropriately.</p> <p>Students to learn the safe airway position and how to keep a casualty safe until help arrives.</p>	<p>Camp Hibernation (Biodiversity)</p> <p>Biodiversity investigation. Students will create two different bird feeders one from natural products and one from recycled products.</p> <p>A comparison will be made using camera traps and students will complete a full report write up to detail, methodology, risk assessment, data collection, data presentation, analysis and overall assessment of bird biodiversity to contribute to the long term study of biodiversity within school.</p>	<p>Working Woods (Sustainability)</p> <p>Explore the forestry industry within the UK, investigating sustainable wood production and supply in the UK.</p> <p>Students will look at the historic use and compare to present day.</p> <p>Charcoal making will allow students to learn about various woodland management skills being used historically to present day.</p> <p>Creation of own charcoal to be used in future camp fires.</p>	<p>Map it out (Location)</p> <p>Building on knowledge gained from Y7 (Habitat Mapping) students will create a GIS map of the school grounds and accurately record the various habitats that are found within the school grounds.</p> <p>This will build on their KS3 Journey of assessing biodiversity through various methods and help to create long term data on land use within school grounds.</p>	<p>Small Mammal investigation (Biodiversity)</p> <p>Final Biodiversity investigation of KS3 which brings together the skills developed throughout Y7 and Y8. Students will produce a written report assessing the biodiversity of small mammals and make recommendations on how to improve biodiversity of the school grounds based on their knowledge of the habitats within school, existing aquatic and avian biodiversity and now small mammal biodiversity.</p>	<p>Outdoor Cooking (Teamwork)</p> <p>Creation of ‘Outback Shack’ menu where students build on their bush craft skills developed in Y7 and Y8 to create a safe and well structured camp fire in order to cook a variety of simple campfire foods.</p> <p>Students will learn camp fire cooking skills and celebrate their journey in Outdoor Learning at KS3.</p>

DO MORE: Milestone assessment end points Unit specific substantive, and disciplinary knowledge and skill end points are detailed on individual schemes of learning

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>Students will be able to: Select natural products that have been foraged to use as decoration.</p> <p>Students will be able to: Be able to collect relevant information on the different habitats that are likely to be found in the forest school and wider urban environment.</p> <p>Create a story, speech or poem to express the importance of being 'Generation Green' and explain small changes that young people can do to make a big difference to combatting climate change.</p>	<p>In addition to the above, students will be able to: Select the most suitable product to use when making dream catchers and photo frames</p> <p>In addition to the above, students will be able to: to identify a range of urban habitats using flow charts.</p> <p>In addition to the above, students will be able to: make connections between the story and real-life situations to create own piece of writing.</p>	<p>In addition to the above, students will be able to; Produce a variety of decorative art pieces that use a range of natural products that can be used to depict 'Nature's beauty'</p> <p>Identify and locate on an OS map the location and accurately record this to provide a long-term study of the urban habitats within the school grounds.</p> <p>In addition to the above, students will be able to; produce a poem based on their reflective reading, current surroundings and own personal beliefs.</p>
8	<p>Students will be able to: Select natural products that have been foraged to use as musical instruments.</p> <p>Be able to identify areas that are suitable for a small mammal to live.</p> <p>Students will be able to describe the 'needs' of mammals in preparation for winter.</p> <p>Students should be able to identify what materials can be used to create natural dyes.</p> <p>Students should be able to identify a range of British invertebrates.</p>	<p>In addition to the above, students will be able to: Select the most suitable product to use when creating musical instruments and wind chimes.</p> <p>Students will be able to: be able to design and create a small-scale habitat house that can be sited within the forest school to monitor the biodiversity of the school.</p> <p>Students should also create own pen or paintbrush using natural products.</p> <p>Students should be able to describe the role that a range of invertebrates within an ecosystem.</p>	<p>In addition to the above, students will be able to; Evaluate their successes at building a wind chime and be able to use this to design more advanced chime.</p> <p>In addition to the above, students will be able to; Evaluate the appropriateness of the location chosen being able to accurately explain the rationale behind it and the need for monitoring biodiversity.</p> <p>Students should also be able to extract their own natural dyes to create an art piece.</p> <p>Students should also be able to explain the importance of protecting invertebrates within an ecosystem.</p>
9	<p>Identify who to call in an emergency and able to complete some of a primary survey.</p> <p>Students will be able to: Identify different bird and mammal species using a guide.</p> <p>Describe what conditions are needed for charcoal production. Safely demonstrate safe use of fire lighting materials.</p> <p>Be able to identify a range of species within the UK. Students are able to accurately record and analyse data gathered on biodiversity within the school grounds.</p>	<p>Complete a full primary survey and able to problem solve scenarios.</p> <p>Students will be able to: complete a bar chart to record the species that are found in the forest school</p> <p>To accurately explain how charcoal is created. Be able to start and maintain a fire demonstrating safe handling practices.</p> <p>Students will be able to describe the process of an investigation and describe what mammals are found within the forest school. Students should also be able to</p>	<p>Complete full primary survey of an unresponsive person who is not breathing and able to recall the steps needed to help save that life. They will also be able to adapt to changes in a scenario such as shock victims.</p> <p>Students will be able to; calculate the biodiversity index of the forest school and use graph skills to plot and record this data.</p> <p>Explain the importance of sustainable woodland management in the production of charcoal. Students should also be able to explain the importance of fire management to ensure a safe and controlled fire.</p> <p>Complete a detailed analysis of the data that has been collected, to evaluate the current state of biodiversity within the school grounds. Student</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
		explain why habitat surveys are completed.	should then be able to explain what could be done to improve this biodiversity.

GO FURTHER: Skills Builder

We aim to explicitly embed transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Outdoor Learning we will focus on **TEAMWORK** including group decision making/recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect and understanding through this through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Pairing students to allow inclusion
- Resources are accessible yet challenging
- Where appropriate support from additional adults is planned to scaffold students learning
- Hands on practical tasks.

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the Outdoor Learning department, we;

- Work to identify barriers, interests and what might help each pupil make the next steps in learning by using lead practitioner research and actions to support.
- Provide students with all materials to reduce financial burden on families.

How do we make sure that our curriculum is implemented effectively?

- The Curriculum Lead is responsible for designing the Outdoor Learning curriculum and monitoring implementation.
- Monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed.
- Curriculum resources are selected carefully and reviewed regularly.

How do we make sure our curriculum is having the desired impact?

- Session observations
- Learning walks for KS3 based upon departmental priorities
- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback