Pupils' knowledge and skills Outdoor Education

KS2	KS3 Y1	KS3 Y2	KS3 Y3	KS4 Duke of Edinburgh Award	Vocabulary progression
Discover Go on a seasonal nature hunt around the school grounds or a local woodland. Identify and sort leaves, trees, flowers and minibeasts using simple classification keys. Compare what they find in different places and record results with tally charts, labelled drawings or photographs. Learn what a habitat provides for the plants and animals that live there.	**Discover** Explore local green spaces, beaches, woodlands and school grounds. Learn to identify common plants, birds, insects and habitats. Complete simple species spotter sheets, create sketches and take photographs of nature. Discuss what makes a place "wild" and why biodiversity matters.	**Discover** Conduct seasonal surveys of wildlife and habitats. Use identification guides and apps to collect biodiversity data. Compare different habitats and monitor changes over time. Contribute to citizen science projects such as bird counts and pollinator surveys.	**Discover** Conduct independent research into local environmental issues. Analyse long-term biodiversity data and evaluate ecosystem health. Investigate the impact of human activity on local habitats.	**Volunteering** Choose and complete a regular volunteering activity that benefits other people, the school or the local environment. Show reliability by attending regularly and completing agreed tasks. Explain how their contribution has helped others or improved the local area. **Physical** Choose a physical activity and set a realistic goal to improve fitness, stamina or technique. Take part regularly and keep a record of progress. Reflect on how practice and perseverance have helped them improve. Possible link: walking, cycling, swimming, fitness training or a team sport.	**Discover** • **KS2:** plant, animal, tree, habitat, season, observe, identify • **KS3:** species, food chain, biodiversity, survey, classify, compare • **KS4:** ecosystem, population, native species, data, evidence, impact **Explore** • **KS2:** route, map, direction, landmark, safe, measure • **KS3:** fieldwork, compass, scale, grid reference, investigate, record • **KS4:** navigation, bearing, checkpoint, route card, self-sufficient, risk assessment **Conserve** • **KS2:** protect, care, plant, recycle, litter, wildlife • **KS3:** conservation, sustainability, improve, maintain, reduce, reuse • **KS4:** habitat management, environmental impact, resource, monitor, evaluate, action plan

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Explore	**Explore**	**Explore**	**Explore**	**Skills**	**Share**
Use simple maps, compass directions and landmarks to follow a route through a woodland or local green space. Observe how a habitat changes from one area to another. Measure and compare tree trunks, plant heights or the number of minibeasts found. Ask questions such as, "Which area has the most insects?" and discuss how to explore safely.	Participate in guided outdoor activities such as pond dipping, rock pooling, hill walks and den building. Learn how to stay safe outdoors and follow the Countryside Code. Begin asking questions about pollution, climate change and habitat loss.	Undertake fieldwork investigations. Collect, record and analyse data related to water quality, biodiversity, litter, land use or sustainability. Learn navigation skills and participate in orienteering activities.	Design and carry out their own environmental investigations. Formulate research questions, gather and analyse evidence, evaluate findings and present conclusions. Participate in residential or extended fieldwork experiences where possible.	Choose a practical or personal skill to develop and set a clear goal. Practise regularly, build knowledge or technique, and record progress. Show how they have become more capable or independent in that skill. Possible link: map reading, navigation, first aid, camp cooking, photography or nature identification.	• **KS2:** describe, explain, draw, photograph, present • **KS3:** findings, results, conclusion, report, audience, communicate • **KS4:** evidence, review, reflect, evaluate, recommendation, presentation **Volunteer** • **KS2:** help, support, team, responsibility, community • **KS3:** contribute, commitment, cooperate, organise, service • **KS4:** volunteering, reliability, initiative, leadership, community impact, responsibility **Visit** • **KS2:** visit, notice, explore, question, remember • **KS3:** field visit, feature, compare, interview, research • **KS4:** site, field study, professional, investigate, observation, source
Conserve	**Conserve**	**Conserve**	**Conserve**	**Expedition**	
Take part in a class project to care for nature, such as planting a tree, growing wildflowers, making a bug hotel or improving a wildlife area. Work in teams to plan the jobs, use tools safely and check how the area changes over time. Discuss how trees	Take part in litter picks, tree planting and creating bug hotels or bird feeders. Help maintain wildlife areas within the school grounds. Learn how small actions can benefit local ecosystems.	Plan and complete habitat improvement projects. Maintain wildlife gardens and monitor the success of conservation activities. Measure the impact of recycling initiatives and environmental campaigns within school.	Lead sustainability or conservation projects from planning through to implementation and evaluation. Work with local environmental organisations to address real-world challenges. Produce habitat management or biodiversity improvement plans.	Work as part of a team to plan and complete a self-sufficient journey appropriate to their DofE level. Use navigation, campcraft, problem-solving and safety skills during the expedition. Take responsibility for equipment, decisions and agreed team roles.	

and plants provide food and shelter for wildlife. **Share** Use notes, drawings, photographs and collected data to explain what the class discovered. Create a labelled habitat poster, a short presentation or a simple guide to local trees and wildlife. Share practical ideas for helping nature around school. These activities can contribute to the school's Green Tree Schools Award; check the award site for activity and evidence requirements.	**Share** Keep a nature journal documenting observations and reflections. Create posters, simple videos or presentations explaining what they have learned. Lead small group discussions or short guided walks around school grounds.	**Share** Produce blogs, reports and digital presentations based on environmental investigations. Design awareness campaigns and communicate findings to staff, students and visitors. Lead eco-events and assemblies.	**Share** Create documentaries, podcasts, social media campaigns, exhibitions or reports. Deliver workshops and assemblies for younger students. Advocate for environmental action within the school and wider community.	Contribute to a clear team goal and reflect on how the team worked together.	

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Volunteer Work together to improve the school grounds or support a community project. Pupils could help plant and water trees, keep a garden tidy, make signs for a wildlife area or encourage others to care for outdoor spaces. Take turns carrying out jobs and reflect on how the group helped.	**Volunteer** Support community activities such as gardening projects, Breakfast Club, peer mentoring and reading support. Learn the importance of service and community involvement.	**Volunteer** Take responsibility for organising activities such as fundraising events, school clubs and environmental action days. Support younger students in learning activities and extracurricular projects.	**Volunteer** Plan and lead volunteering opportunities. Recruit and mentor younger students. Manage aspects of community projects and evaluate their impact.		
Visit Visit a local woodland, farm, park, museum or other place of interest. Complete a KS2 fieldwork task, such as using a map, spotting tree types, comparing habitats or asking a visitor questions. Record learning in a short fieldwork booklet with labelled sketches, facts and a few	**Visit** Visit museums, farms, libraries and local places of interest. Record what they discover through quizzes, reflection activities and photo journals.	**Visit** Visit nature reserves, National Parks, recycling centers and heritage sites. Interview professionals working in environmental and conservation roles. Evaluate sustainable practices observed during visits.	**Visit** Visit universities, research centres, environmental organisations and conferences. Explore career pathways and engage with environmental professionals. Reflect on future aspirations and opportunities.		

sentences about what pupils found out.					