**Curriculum Intent on a Page**

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| **Subject** | Outdoor Learning |
| **Subject Teacher** | Mrs Lavelle |

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| **Intent statement – Our Curriculum Objectives** |
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| **Curriculum Sequencing** |
| In Year 7 students are introduced to the basic rules and skills needed to participate within the FS area safely. Fires safety, tool work, project-based activities set to the student’s interests and needs. Students can visit off-site venues to experience map reading, nature walks, climbing, biking and water sports.  In Year 8, students are introduced to the more complex skills needed to progress further on and off site. Applying leadership skills within the tool and fire work. Making resources for the FS space such as: pizza oven, bug hotels, compost area and maintaining set spaces. Like year 7 they visit the same venues, however the activities are set at a more complex and higher level which will challenge and stretch each individual.  In Year 9, the main focus is develop the skills needed to participate in the Duke of Edinburgh Award within year 10/11: cooking outside, putting up a tent independently, lighting and maintaining a fire, map reading, building cardiovascular endurance to be able to walk for more than 3 hours and overall independence, resilience and the ability to self-regulate within a challenging environment. Again, year 9 students have the experience of the off-site activities but again, at a more complex and higher-level set to each child's ability.  In Year 10/11, students can select Duke of Edinburgh. |
| **Our Long-Term Plan** |
| Year 7 – fire safety, cooking; drinks-marshmallows, class project to make or create something within the space, nature walks and bike rides offsite-basic introduction to map reading-maintaining a set area-climbing-watersport.  Year 8 – fire safety leadership skills lighting a fire, cooking; drinks-marshmallows-noodles-soup, class project to make or create something within the space, nature walks and bike rides offsite-more advanced map reading-plant to plate project-maintaining a set area-climbing-watersports.  Year 9 – fire safety leadership skills lighting and maintaining a fire, cooking; drinks-marshmallows-noodles-soup-bacon, sausage sandwiches, class project to make or create something within the space, nature walks and bike rides offsite-advanced map reading-plant to plate project-maintaining a set area-climbing-watersports.  Year 10/11 – DofE: Skill-Physical-Volunteering-Expedition training. |
| **Assessment Opportunities** |
| Students are assessed every half term set to the I can statement criteria, peer assessment within lessons.  . |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | Students can build the knowledge needed to participate in a wide range of practical activities. By having this knowledge, students feel competent, which leads to a greater feeling of confidence. Within all lessons tasks are set to stretch and challenge encouraging students to apply resilience when success if not easily achieved. Through leadership tasks, students can develop the skills needed to be independent learners. |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | Students gain the skills needed to be compassionate and empathetic when not being successful or not being able to achieve a task or activity. Peer assessment and assistance is used throughout each lesson, especially when individuals need assistance within a particular task or skill, the leadership model is utilized within every lesson to promote independent learners. |
| **Cultural Awareness** | The use of sporting events displayed on the TV and the Olympic games links. |
| **Aspirations** | We encourage participation within a wide range of activities, inspiring students to understand their full potential and have high expectations to achieve when leaving education. |
| **Preparedness for the future** | Within KS3 students gain the skills needed to be independent learners that have the life-skills needed to succeed in the world of employment and further education. Students will leave Pine Green with the ability to use a wide range of tools to complete a range of basic DIY tasks around the house and garden. Map reading skills so they can find their way to job interviews and explore their surrounding areas. The social skills needed to communicate within a wide range of settings, along with the knowledge of Outdoor job opportunities: work for the National Trust, climbing instructor, bush craft or OL teacher etc |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| What **skills** students have missed out on in your subject and **what we’re going to do about it.**  Skills gaps will be identified within the rigorous assessment process and lessons will be adapted to meet the needs of every student to reduce the gap. Where the gap is too far interventions will be put in place.  121 support  Differentiated tasks  STEP break down sheets  Use of ICT  A wide range of different equipment  Intervention program | What **knowledge** students have missed out on in your subject and what **we’re going to do about it.**  knowledge gaps will be identified within the rigorous assessment process and lessons will be adapted to meet the needs of every student to reduce the gap. Where the gap is too far interventions will be put in place.  121 support  Differentiated tasks  STEP break down sheets  Use of ICT  Intervention program  Visual resources |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in