Outdoor Learning - Overview Progression Document

Specific Outdoor Learning skills to be developed over time

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Journeys	Walks in the village progressing to walks at Crimdon Dene Beginnings of map work. Following paths and roads, orienting map.	Scooter rides on disused railways or country parks Walks in local country parks Map work: recognising many map symbols, identifying features from the map, beginning to relocate on map at junctions or clear landmarks.	Hill walking in North York moors Bike rides in local country parks. Independently navigating a leg of the route, using 6 fig grid refs to communicate route choices, confidently identifying location on map.
Water adventures	Rock pooling Splodging in wellies on the beach Activities focused in and around water with little expectation of getting wet	Dam building Stream walk Water slide Water activities in wellies with expectation of staying mostly dry. Appreciation of the power of moving water and actions to stay safe.	Canoeing Raft-building Adventure Swim Bodyboarding Learning to use paddles to propel canoes and improvised rafts, working as a team. Initially canoes are rafted together, as skills progress they may be used independently. Experience of safety procedures such as use of throwlines, and defensive swimming. Water activities building towards intention of being wet from the start and correct use of specialist equipment such as buoyancy aids, wetsuits and water sport helmets
Ropes and rocks	Wear harnesses and helmets and experience being dangled from a rope. Games using ropes, introduced to tying knots	Help each other put on harnesses and helmets. Abseil on grassy slopes. Assist in building rope swings and rope bridges. Knots being put to use. Rock weaselling: becoming familiar with rock environments and climbing movement skills	Rock climbing and abseiling at outdoor venues. Progression for movement skills and confidence at height. Putting on helmets and harnesses independently with buddy checks. Begin to understand and take part in belaying.
Creativity, team work and problem solving	Woodland craft, mud painting, environmental art with sticks and leaves in woods and sand, seaweed, rocks on the beach.	Parkour: creative movement skills, work in teams to devise a routine. Woodland crafts: start to use hand tools, and knots to make crafts. Shelter building: work together in teams to design and build a shelter with natural materials	Treasure trail/escape the beach: solving clues and following directions on a walk in teams. Raft-building: working together to design and build a raft. Giant structures: building with spars and ropes, using knots and facing challenges as a team

Concentrating	Follow rules to stay safe by a fire. Use strikers to make sparks: often takes a good few goes, being persistent and carefully listening to Pete's tips will pay off! When consistent at producing a good amount of sparks, can use striker to light a cotton wool pad.	Archery: requires patience, care, precision and strength. Following instructions hastens progress, as does a positive confident stance. Orienteering: map reading with a competitive edge, concentration is needed to plan a route, identify map features and search for markers.	Canoeing technique requires conscious thought and effort, especially at first, to become effective. Climbing is an especially focused activity, if you don't hold on – you fall off! It requires trust in your equipment and teammates. Additionally, belaying and keeping safe in a crag environment require vigilance and thoughtfulness.
Connection to nature	Learn to identify common plants and animals. Learn about the village and it's natural habitats. Progressing to learning about the various natural habitats at Crimdon Dene (sea, beach, dunes, rock pools, cliffs, river, woodland). Understand that materials found (on beaches or in forests) are part of an ecosystem and should remain with it.	Variety of venues including woodlands, streams, country parks, moorland, climbing crags. Identifying plants and animals in context and understanding how habitats can be threatened. Taking part in a litter pick on foot	Extending connection to places previously visited and adding new places. Special places include North York Moors, River Wear, the beach and country parks. Taking action independently to consider and reduce any negative impact of our visits on the environment. Taking part on a litter pick on canoes, understanding the threat of invasive species in river environments.

Geography knowledge to be explored through outdoor learning sessions, building on classroom lessons

Skill/ Knowledge Grid	By the end of Year 2 pupils should be able to/know:	By the end of Year 4 pupils should be able to/know:	By the end of Year 6 pupils should be able to/know:
The UK and local area	Building on classroom learning children will further explore • Name four countries and capital cities of the United Kingdom and its surrounding seas. • Develop knowledge of the human and physical geography of a small area of the United Kingdom.	Building on classroom learning children will further explore • Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.	Building on classroom learning children will further explore • Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.
Physical themes	Building on classroom learning children will further explore • Identify seasonal and daily weather patterns in the United Kingdom • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	Building on classroom learning children will further explore • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. • Describe and understand key aspects of physical geography including, rivers, mountains and the water cycle.	
Human themes	Building on classroom learning children will further explore • Use basic geographical vocabulary to refer to key human features, including: city, town,	Building on classroom learning children will further explore • Describe and understand key aspects of human geography, including types of settlement and land use.	Building on classroom learning children will further explore • Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural

	village, factory, farm, house, office, port, harbour and shop.		resources including energy, food, minerals and water.
Map and atlas work	Building on classroom learning children will further explore • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	Building on classroom learning children will further explore • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Building on classroom learning children will further explore • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
Fieldwork and investigation	Building on classroom learning children will further explore • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Building on classroom learning children will further explore • Use a range of methods including sketch maps, plans and graphs, and digital technologies. • Use fieldwork to observe, measure, record and present the human and physical features in the local area.	Building on classroom learning children will further explore • Use a range of methods including sketch maps, plans and graphs, and digital technologies. • Use fieldwork to observe, measure, record and present the human and physical features in the local area.

History knowledge to be explored through outdoor learning sessions, building on classroom lessons

Skill/ Knowledg/ Grid	By the end of the EYFS pupils should be able to:	By the end of Year 2 pupils should be able to/know:	By the end of Year 4 pupils should be able to/know:	By the end of Year 6 pupils should be able to/know:
Constructing the past	Identifying that things from the past might be different from today – technology, cars, houses etc.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – ***Timothy Hackworth*** *and the development of trains* Identifying that there are some themes that link history together – *locality, transport, holidays etc.* Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally –***Grace Darling,***	Building on knowledge gained in class of **British history from the Iron Age to Roman Britain** by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs	Building on knowledge gained in class of British history from **Roman Britain through to Anglo-Saxon and Viking Britain** by comparison on: • achievements, • housing, • society, • food, • entertainment, • beliefs Building on knowledge gained in class of post-1066 Britain through WW1 and its impact on today's world by comparison of: • achievements,

				• housing, • society, • education • entertainment, ***A Study of North East Mining Industry (local context)*** - Local studies
Vocabulary and communication	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of…' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'

Science skills and knowledge to be explored through outdoor learning sessions, building on classrom lessons

Skill/ Knowledge/ Grid	**By the end of Year 2 pupils should be able to/know:**	**By the end of Year 4 pupils should be able to/know:**	**By the end of Year 6 pupils should be able to/know:**
Skills	Build on skills explored within the classroom to observe closely, using simple equipment Perform simple tests Identify and classify -Use their observations and ideas to suggest answers to questions -Gather and record data to help in answering questions.	Build on skills explored within the classroom to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -Gather, record, classify and present data in a variety of ways to help in answering questions -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes -Use straightforward scientific evidence to answer questions or to support their findings.	Build on skills explored within the classroom to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Unit	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Animals, including humans	Build on knowledge gained within the classroom to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Build on knowledge gained within the classroom to notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, and hygiene	Build on knowledge gained within the classroom to identify that humans and some other animals have skeletons and muscles for support, protection and movement	Build on knowledge gained within the classroom to construct and interpret a variety of food chains, identifying producers, predators and prey		
Living things and their habitats		Build on knowledge gained within the classroom to explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other . Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify		Build on knowledge gained within the classroom to recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things	Build on knowledge gained within the classroom to describe the life process of reproduction in some plants and animals	Build on knowledge gained within the classroom to 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 Give reasons for classifying plants and animals based on specific characteristics

		and name different sources of food.				

Plants	Build on knowledge gained within the classroom to identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Build on knowledge gained within the classroom to observe and describe how seeds and bulbs into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Build on knowledge gained within the classroom to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			

Evolution and Inheritance						Build on knowledge gained within the classroom to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Build on knowledge gained within the classroom to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that

						adaptation may lead to evolution

Seasonal changes	Build on knowledge gained within the classroom to observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies					
Rocks			Build on knowledge gained within the classroom to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock . Recognise that soils are made from rocks and organic matter			

States of matter				Build on knowledge gained within the classroom to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		

Light			Build on knowledge gained within the classroom to recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change			
Forces			Build on knowledge gained within the classroom to compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance		Build on knowledge gained within the classroom to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	

Sport knowledge and skills that will be planned into outdoor learning sessions

	KS1	KS2
orientation	Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom • Use simple maps and diagrams to follow a trail	Orientate simple maps and plans • Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) • Find their way back to a base point
communication	Begin to work and behave safely when working co-operatively with others • Work with friends to plan and share ideas • Comment on how they went about tackling a task	Co-operate to share roles within a group • Listen to each other's ideas when planning a task • Change your ideas if they are not working • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous • Follow rules to keep self and others safe
Problem solving	Discuss how to follow trails and solve problems • Work with friends to select appropriate equipment for the task	Select appropriate equipment/route/people to solve a problem successfully • Choose effective strategies and change ideas if not working