



Outwood Primary School



Forest School Progression Map 2020-2021

Year Group	Knowledge and Skills
EYFS	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety • The names and uses of basic tools <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Introduction to rules/boundaries/format of sessions • Safety procedures • Promotion of independent learning opportunities/skills • Introduction of basic shelter building with support • Promotion of free exploration • <i>Introduction of basic real tools – hammers, mallets, trowels and forks</i>
YEAR 1	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety/impact to self and others • What a knot is and how it can be used for a variety of purposes. • How structures differ in shape and size. • Requirements of structurally sound supports • To know the names and uses of tools, and to explore the best purpose for each <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Introduction to basic knots • Supported construction of tripod structures on a small and large scale • <i>Continuation of the use of basic tools, larger ropes and independent cutting of string</i>
YEAR 2	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment

	<ul style="list-style-type: none"> • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety • To know which lashing and frapping are appropriate for a given purpose e.g security of shelter, attaching different materials <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> Re-enforcement of rules and boundaries • More sophisticated use of knots for attaching to structures, trees etc. • Independent use of tripod structures • Introduction of lashing and frapping techniques to make frames • <i>Continuation of the use of basic tools, larger ropes and independent cutting of string</i>
YEAR 3	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety • To understand the make up of different materials and their purposes. • To make judgements on securing structures and choose the most appropriate knots/materials for security and strength • To develop understanding of use of tools, including 1:1 safety aspect. • To make judgement calls of when to use appropriate equipment and how effective it will be for purpose of task <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • More sophisticated use of knots for attaching to structures, trees etc. • Lashing and frapping frames and dual structures – attaching hessian using knots • <i>Continuation of the use of basic tools, larger ropes and independent cutting of string</i> • <i>Introduction of bow saw and peeler – 1:1 support</i>
YEAR 4	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety • To estimate sizing for structures • To choose appropriate equipment/materials for tasks. • To understand how different knots and mterials lend themselves to more stable structures.

	<ul style="list-style-type: none"> • To make choices over designs of structures and judge safety element for selves and others • To understand risk tasking and the element of failure. <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Continued more sophisticated use of knots for attaching to structures, trees etc. • Further extend lashing and frapping techniques on a smaller scale at an independent level • <i>Continuation of the use of basic tools and encourage safe use of boring tool to hollow out elder wood, larger ropes and independent cutting of string</i> • <i>Introduction of hack saw/loppers/secateurs/whittling using knives 1:1 support</i>
YEAR 5	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety • To identify knots for support/movement/security and know which is most effective for a given task • To understand the dangers and pleasure of fire. • To identify how to create a safe environment for fire and know why this is important. • To be able to identify a safe space for fire and know where would be more hazardous. • To be aware of wildlife in surroundings and understand outdoors is their space that we share with them • To know signs of wildlife eg foot prints, droppings, evidence of habitats <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Continued more sophisticated use of knots for attaching to structures, trees etc. • Further extend lashing and frapping techniques on a smaller scale at an independent level • Looking for evidence of/tracking wildlife with the school grounds • <i>Introduction of fire safety – Rules of a fire. Preparation for lighting a fire. Standby equipment (buckets of water etc)</i> • <i>extending tool use to use sheaf knife and boring tool to make holes</i>
YEAR 6	<p><u>KNOWLEDGE:</u></p> <ul style="list-style-type: none"> • A wider knowledge of the school grounds and how it differs to a classroom environment • Why safety is important for ourselves and others • Understanding of how shelters offer support • Understanding of the outdoor area – judging own safety

	<ul style="list-style-type: none"> • To identify materials that can be used for light fires (each twigs) and know the names of each material. • To know how to effective light and manage a fire • To be able to identify a safe space for fire and know where would be more hazardous. • To be aware of flora and fauna in surrounding area. To know the nature these things eg names of plants, where mushrooms grow and why. • To track wildlife in the surrounding area. • To evaluate own abilities and identify areas and strength and weakness • To work in teams, identifying each other's areas of strength and weaknesses and delegate/utilise these effectively. <p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Continued more sophisticated use of knots for attaching to structures, trees etc. • Further extend lashing and frapping techniques on a smaller scale at an independent level • extending tool use to use sheaf knife and boring tool to make holes • •Looking for evidence of/tracking wildlife with the school grounds. • •To introduce peer mentoring into F/S, i.e.: den building / willow weaving • •further knowledge about fire safety - fire lighting to an independent level
ALL YEAR GROUPS	<p>Social development: working together, performing activities individually, in pairs, in small groups and as a whole group. Forest school activities help young people to identify their own strengths, recognise the value that they bring to relationships and consequently learn to value the contributions made by their peers. Forest School provides endless opportunities for co-operation, social interactions and sharing.</p> <p>Physical development: The Forest School setting gives young people space and freedom within defined boundaries. It gives them the opportunity to run, balance, jump and climb and consequently helps them to become more spatially aware. Physical challenges such as tree climbing, shelter building and obstacle courses give younger children the opportunity to experiment with their changing size and strength. They are given the opportunity to develop their fine and gross motor skills by handling things appropriately. For example: moving logs, playing pass the pine cone, climbing trees, whittling wood and tying knots.</p> <p>Intellectual development: The Forest School environment is the perfect setting for the development of an enquiring mind. The walk to the Forest School site and the setting itself provides endless opportunities for young people to ask questions. Whose footprints are those? Why does the wood in the fire turn black? Why do the leaves turn a different colour? The regularity</p>

of Forest School sessions enables young people to experience seasonal changes and consequently make comparisons. The Forest School practitioner will not spend a session teaching about a particular subject but instead weave the learning process into a story or activity. For older groups the woodland setting provides the opportunity to participate in conservation tasks and learn practical skills including woodcraft and develop environmental knowledge and understanding.

Language:

Forest School promotes communication skills. It provides the opportunity for young people to express their feelings, ideas, thoughts and needs orally through exploratory and imaginative play and creative activities. By having direct contact with the natural world and being able to experience things first-hand, the Forest School area can spark a young person's natural curiosity and provide ideas and observations to share through language.

Emotional development:

The outdoor environment provides the time, space, peace and freedom for young people to establish deep thought processes. The Forest School ethos and setting provide an environment where they are able to develop the strength and resilience they may require to cope with emotional difficulties. Safety games encourage young people to take responsibility / show concern for one another. Review and reflection time encourages them to consider the impact other people have on their Forest School session. For example, they may be asked if they can describe how somebody has helped them.

Building self-confidence:

Young people have the time to become familiar and confident within their Forest School setting and accustomed to the routines associated with it. The familiar structure and content of Forest School aims to provide stability, security and consistency. Once the boundaries are known there is time for freedom of thought and the opportunity to take acceptable risks. Confidence may be boosted by learning new skills. For example: how to build a shelter, how to toast a marshmallow in the fire, or overcoming a fear or dislike. Forest School practitioners set small achievable tasks, so the participant always feels a sense of achievement.