

# Long Term Plan Outdoor Learning

## All years (Primary – Year 9)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<b>Wildlife &amp; Woodwork</b>  <i>Theme: Caring for Creatures.</i>	<b>Fire Making &amp; Safety</b>  <i>Theme: Managing Risk and Fire</i>	<b>Shelter Building</b>  <i>Theme: Structures in Nature</i>	<b>TASKMASTER Challenge Weeks</b>  <i>Theme: Creative Outdoor Problem Solving</i>	<b>Planting, Growing, Foraging</b>  <i>Theme: Green Fingers</i>	<b>Orienteering &amp; Geocaching</b>  <i>Theme: Adventure &amp; Navigation</i>
<b>Skills, Knowledge and Learning</b>	Pupils will develop practical skills in safe tool use, beginning with guided handling of saws, hammers, and sandpaper before progressing towards more independent application (GPS5, GPS7, GPS15). They will gain knowledge of habitats, ecosystems, and biodiversity, learning to distinguish natural from man-made materials and how these impact wildlife (GPS3, GPS9, GPS14). Through projects such as bird feeders or bug hotels, pupils will show persistence, manage risks, and demonstrate care for living things. By the end of the half term, they will have combined woodworking skills with environmental understanding, displaying teamwork, responsibility, and respect for their outdoor space.	Pupils will build skills in collecting, sorting, and preparing natural materials, learning the safe use of fire-lighting tools under close supervision (GPS6, GPS10, GPS17). They will acquire knowledge about fire safety, ignition sources, and the importance of controlled risk-taking when working outdoors (GPS15, GPS16). Learning will emphasise environmental awareness, such as fire breaks and leaving no trace after activities (GPS9, GPS20). By the end of the unit, pupils will have experienced the challenge of independently creating and maintaining a small, safe fire, showing perseverance, resilience, and emotional regulation when tasks are difficult.	Pupils will develop teamwork and problem-solving skills as they design, test, and build shelters using both natural and man-made materials (GPS11, GPS15, GPS17). They will learn about structures, weatherproofing, and the environmental impact of resource choice, linking to sustainability (GPS13, GPS18, GPS19). Risk management skills will be reinforced through tool use and lifting heavy materials safely (GPS16, GPS22). By the end of the half term, pupils will demonstrate resilience, adaptability, and the ability to collaborate effectively, producing shelters that balance practicality with environmental care.	Pupils will practise adaptability and creativity through varied short challenges inspired by <i>Taskmaster</i> style problem-solving (GPS12, GPS14, GPS19). Skills will include communication, teamwork, and independent decision-making under time pressure. Knowledge outcomes will focus on linking cause and effect in problem solving and reflecting on trial-and-error approaches (GPS13, GPS18). The learning experience will highlight perseverance, humour, and resilience, helping pupils regulate emotions when faced with unexpected obstacles. By the end of the unit, pupils will have grown in confidence, social awareness, and enjoyment of collaborative outdoor learning.	Pupils will develop hands-on skills in planting seeds, tending to plants, and understanding seasonal growth cycles (GPS7, GPS8, GPS17). They will build knowledge of sustainability, food cycles, and how humans can positively or negatively affect biodiversity (GPS9, GPS14, GPS20). Learning will encourage persistence and resilience, as plants require long-term care and patience to succeed (GPS11, GPS19). By the end of the half term, pupils will demonstrate responsibility for living things, an understanding of how to improve their environment, and a deeper connection to nature through practical gardening.	Pupils will practise navigation skills, learning to read maps, follow directions, and use compasses or GPS devices (GPS11, GPS16, GPS21). They will gain knowledge of geographical features, symbols, and co-ordinates, applying these practically in outdoor challenges (GPS18, GPS19). Learning will focus on teamwork, perseverance, and managing frustration when navigating obstacles or becoming disorientated (GPS12, GPS20). By the end of the half term, pupils will demonstrate independence, problem-solving ability, and resilience, showing respect for their environment while successfully completing navigation tasks.

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<b>Key Activities:</b>	Build bird feeders/houses; basic woodwork; bird watching & ID	Fire triangle, tinder gathering, ignition practice, safe fire lighting	Lean-to and tarp shelters, knots, team designs, waterproofing	Multi-skill challenges (fire, planting, building, scavenger hunts, creative tasks)	Seed planting, pollinator beds, herb ID, simple foraging (e.g. nettle soup)	Compass use, map reading, direction-following, scavenger or escape routes
<b>Assessment (GPS Focus)</b>	GPS3, GPS7, GPS9, GPS15	GPS6, GPS10, GPS15, GPS17	GPS5, GPS10, GPS16, GPS20	GPS12, GPS13, GPS14, GPS21, GPS22	GPS3, GPS8, GPS14, GPS19	GPS8, GPS10, GPS16, GPS20
<b>Differentiation</b>  <b>N.B. 2025 students will probably all begin with the primary level task as this is the first year of the Outdoor Learning programme and the plan is built on increasing familiarity and confidence to achieve the later goals.</b>	<p>Primary: Use simple tools (sandpaper, glue, blunt scissors) to decorate or assemble pre-cut wood into bird feeders/bug hotels. Focus on handling materials safely and recognising wildlife needs.</p> <p>Year 7: Use saws and hammers (with guidance) to cut and join small wooden pieces to create simple feeders or planters. Focus on measuring and marking accurately.</p> <p>Year 8: Work more independently to design and construct a small bird box, incorporating hinges or hooks where possible. Focus on safe tool use and following step-by-step plans.</p>	<p>Primary: Learn to collect safe natural materials (twigs, leaves) and help build a fire lay with support. Observe adults igniting the fire and talk about fire safety rules.</p> <p>Year 7: Collect, sort, and prepare firewood into kindling and tinder. Use fire steels with support to practise creating sparks. Participate in group fire-lighting.</p> <p>Year 8: Independently build and light a small fire using fire steels, managing fuel supply. Explore different ignition materials and discuss fire breaks.</p> <p>Year 9: Take full responsibility for planning, constructing, and</p>	<p>Primary: Work in small groups to build simple lean-to shelters using tarps and natural supports. Emphasis on teamwork and safety.</p> <p>Year 7: Build free-standing shelters using branches and rope/cordage with some staff guidance. Focus on stability and weatherproofing.</p> <p>Year 8: Design and construct larger, more complex shelters using a mix of natural and man-made materials. Problem-solve when structures fail.</p> <p>Year 9: Take on leadership roles in planning, constructing, and testing shelters for waterproofing and</p>	<p>Primary: Take part in fun, simple challenges (e.g. carry water without spilling, balance sticks, mini scavenger hunts). Focus on participation and trying new things.</p> <p>Year 7: Attempt short problem-solving challenges with moderate difficulty (e.g. building a bridge for a toy, group knot-tying races).</p> <p>Year 8: Face more complex challenges requiring teamwork and planning (e.g. transporting an object across an obstacle using limited equipment).</p> <p>Year 9: Lead and design challenges for others, focusing on creativity, rule-making, and fair play.</p>	<p>Primary: Plant seeds in pots, water plants regularly, and observe growth. Learn about what plants need to live.</p> <p>Year 7: Plant in raised beds or garden areas, using tools like trowels and watering cans. Record growth and discuss conditions affecting plants.</p> <p>Year 8: Plan and care for small plots or vertical planters. Apply knowledge of soil, compost, and sustainability practices.</p> <p>Year 9: Manage larger growing projects (e.g. companion planting or designing a mini-garden). Consider crop rotation, sustainability, and yield.</p>	<p>Primary: Follow simple picture maps or arrows around a short trail with adult support. Focus on direction and recognising landmarks.</p> <p>Year 7: Use basic maps with symbols to navigate a set course. Learn to orient the map and follow short routes.</p> <p>Year 8: Navigate independently using maps and simple compasses. Attempt longer trails with checkpoints.</p> <p>Year 9: Combine map, compass, and GPS technology to complete complex navigation tasks. Work in teams to plan efficient routes and reflect on accuracy.</p>

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	Year 9: Take on complex woodworking projects such as building a bird house with a pitched roof, requiring accurate cutting, joining, and finishing. Focus on risk management and craftsmanship.	maintaining a fire safely. Attempt advanced methods (e.g. feather sticks, bow drill demonstration) and explain fire safety protocols to peers.	strength. Reflect on sustainability and material choices.	Attempt high-level problem-solving tasks with multiple steps.		
<b>Curriculum End Point / Goal</b>	<p><b>Meets PE statutory requirement for outdoor and adventurous activity challenges.</b></p> <p><b>Supports Science objectives requiring learning from the local environment.</b></p> <p><b>Builds on requirement for daily outdoor provision and experiential learning.</b></p> <p><b>Enhances cross-curricular outcomes (Maths, English, Geography, etc.) through outdoor contexts.</b></p> <p><b>Primary (Years 3–6)</b></p> <ul style="list-style-type: none"> <li>Safely use simple outdoor tools with guidance (GPS5, GPS7).</li> <li>Take part in basic outdoor activities such as planting, simple shelters, and fire observation (GPS6, GPS8).</li> <li>Begin to understand simple environmental care, e.g. leaving spaces tidy, feeding birds (GPS3, GPS9).</li> <li>Work with peers in small groups, following simple rules and instructions (GPS4, GPS11).</li> </ul> <p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Use common outdoor tools (saws, hammers, fire steels, trowels) with growing independence (GPS10, GPS15).</li> <li>Build simple structures (bird boxes, lean-to shelters) and light small fires with supervision (GPS13, GPS16).</li> <li>Demonstrate understanding of basic sustainability (e.g. choosing natural vs. man-made materials) (GPS12, GPS14).</li> <li>Show persistence in outdoor tasks and begin to take responsibility for managing risks (GPS11, GPS15).</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Apply safe and effective use of a wider range of tools independently (GPS15, GPS17).</li> <li>Complete more complex projects (bird houses, larger shelters, fire construction) with minimal support (GPS16, GPS18).</li> <li>Apply knowledge of sustainability and biodiversity when planning tasks (GPS14, GPS19).</li> <li>Demonstrate resilience and adaptability when problem-solving outdoors (GPS13, GPS17).</li> </ul>					

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### Year 9

- Master safe, independent use of a full range of outdoor tools and techniques (GPS17, GPS22).
- Lead and complete complex outdoor projects (e.g. weatherproof shelters, independent fire lighting, garden planning) (GPS18, GPS20).
- Apply advanced understanding of sustainability and environmental responsibility, suggesting improvements to practice (GPS19, GPS22).
- Take leadership roles, supporting younger peers, managing risks, and modelling teamwork and resilience (GPS16, GPS21).