Key Stage 4 Forest Schools Overview

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4. Transference – The holistic skills, understanding and experiences developed through a Forest School experience are transferable to the rest of a learner's life. Improved confidence, self-esteem, problem solving, social, emotional skills and independence are particularly relevant lifelong skills. Forest School also transfers to the wider community. Once children enjoy playing in natural places this enthusiasm spreads to their family increasing visits to wild places and encouraging them to use gardens more frequently and widely. The wider community and local landowners also may become involved in Forest School.

Activity	**Knowledge**	**Skills**	**Understanding**	**Key Vocabulary linked to Science curriculum**	**Cross Curricular Links**
Camp craft Den and shelter building • Single person (single ridge) Poacher shelter • 2 – 3 person Game keeper shelters (square opening with double ridge spine) with branches, twigs and leaves, underside of leaf upper wards to create waterproofing	Pupils will recall and revisit shelter building to develop knowledge of construction techniques. Pupils will learn to balance and fasten sticks and branches and attach covering. Pupils will learn that the underside of a leaf is waterproof to retain moisture whilst the upper	Develop coordination Work in teams Problem solving Identifying trees Develop technical knowledge to build den structures, exploring how they can be made stronger, stiffer and more stable Construction and manipulation of materials. Learning knots & developing fine motor skills, more	Trees Size, capacity/height Positioning and fastenings - explore and evaluate a range of existing products evaluate their ideas and products against design criteria Weather Seasons Basic needs - humans and other animals in science – shelter warmth, difference between needs and wants Folding up tarps – 2D shapes and fractions – fold square in half into 2 rectangles or triangles etc.	Leaves Branches Den Shelter Shapes Up Down High Low Prepositions Names of knots Difference between a need and a want Fractions - half, full, quarter, Triangle, rectangle, square, cone etc. 2D and 3D	Maths Design technology Fine and gross motor skills PSHCE/ RSHE Science and waterproofing – structures of leaves

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• Group shelter with tarps in different 3D shapes. • Teepee tarps linking to history and plains Indians / Native Americans and bushcraft nomadic lifestyle	side is absorbent to take in moisture. Pupils will learn how to construct a 3d cone – tepee. Pupils will learn to build shelters of different heights, depths and widths to allow for different amounts of people inside. Pupils will learn to double and multiply space.	complex sequencing / following prepositional instructions – under, over, through etc.			
Campfire cooking • Open fire cooking • Cooking using outdoor ovens Cakes, loaves, crumbles and homemade pizzas, pasties, stews, homemade	Pupils will develop earlier knowledge of the effects of heat on materials and ingredients. Pupils will learn how to make	Setting up camp fire Fire lighting Turn taking Problem solving Risk taking	Safety around a fire How cooking changes ingredients - link in more depth to changes to states of ingredients – molecules stretching, elasticity of bread / pizza dough etc.	Fire Hot Cook Pan Kettle Safe Heat	Food Technology Science – changes to states of matter, chemical and physical processes Maths English

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flavoured breads with collected herbs and edible flowers etc.	more complex food items with a variety of textures, flavourings. Some pupils will learn how to safely light a fire with full support and risk assessment. Some pupils will learn that oxygen is needed for a fire triangle.	Following sequences Safety procedures	Science – materials and chemical / physical processes, changes of states of ingredients with heat, mixing, adding liquids etc.	Molecules Changing nature Static, fluid. elastic etc. Solution, saturated solution, liquid, fine/ course powder, granules	Fine and gross motor skills PSHCE/ RSHE
Local Biodiversity Flora and Fauna Environmental • Trips to local rivers with litter picking, conservation work with local charity – explore physical	Pupils will learn about land forms, erosion, flow and water courses. Pupils will learn about ways to protect and conserve local natural	Fine and gross motor skills making small amphibian and mammal homes. Design Technology & Science – appropriate scientific enquiry	Science - Developing knowledge of animal habitats suitable for amphibians, mammals, hibernation and nocturnal animals Know that animals need food and shelter Flora and fauna identification Respecting nature	Flower Tree Ladybird Worm Insect Habitat Hedgehop toad, newt, frog, Amphibian, mammal,	Science English Geography Fine and gross motor skills PSHCE/ RSHE Careers Education

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geographical features • Plant identification • Insect identification • Making toad, frog and hedgehog homes • Planting wild flowers • Collecting natural resources to create practical number line / bar chart hanging on strings between trees • Local animal footprint identification – laying trails and tracks, exploring camouflage in nature – possible link to armed forces and careers	environments. Pupils will know the names and characteristics of insects found locally. Pupils will learn about amphibian habitats. Pupils will learn how to represent numerical values in a visual and tactile way. Pupils will learn how to fasten knots. Pupils will learn which animals live locally and what their footprints look like.	to use to answer scientific and technological questions relating to suitable construction of habitats, materials and their properties to construct habitats with. Fine motor skills to tie natural found treasures and hang as decorations or maths charts	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process in some nocturnal or hibernating animals Participate in exploring ideas and raising different kinds of questions relating to seasonal changes – evergreen and deciduous trees – thinking about the use of trees as a crop, link to history and timber framed architecture / ship building etc. Learn about physical geography in rural local areas, link to rural life and careers, traditional skills - stone walling, willow hedge, coppicing, weaving etc.	Nocturnal Hibernation Camouflage Timber Crop Historical and architectural terms	

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• Wild weather – cloud formations – link to exploring climate change	Pupils will learn what 'camouflage' means. Pupils will learn the shapes and names of simple cloud formations.				
Team building Problem solving • Trips to local woodland and rural countryside • Treasure trails and nature hunt • Problem solving games – crate stacking, night lines • Blind folded obstacles courses - team member opposed to leadership skills – becoming a young leader – supporting	Pupils will learn directions and positional terms. Pupils will learn mathematical concepts relating to position, direction and movement. Pupils will learn basic leadership skills. Pupils will learn team work skills and how to work together to	Follow directions Becoming familiar with a compass To use simple compass directions (north, south, east and west) and locational and directional language [near and far, left and right], to describe the location of features and routes on a map. Geography – to make own maps	Follow/explore/experience spoken, written (or symbols) directions, Forward, backwards, left, right, up, down, under, over Changes in the environment relating to seasons, identification of trees and leaves, learn about plant growth inside buds or roots under soil.	Compass Team Directions – north, south, east, west, south west, north east etc. Can you see/find/look for…? Trust Support Instruct/ direct Listen/ follow Sight/ light/dark / sound Track, map, chart	Science English Geography Fine and gross motor skills PSHCE/ RSHE Maths – position, direction and movement

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others to develop trust • Geocaching and Orienteering, map making and charting	achieve a common aim. Pupils will learn how to read a simple map. Pupils will learn how to use basic technology to follow an instruction.	and charts, sequenced instructions to others			
Arts and crafts Creative expression • Campfire songs and performing, role play, sensory woodland poetry and drama linked to historical periods – Anglo Saxon, Prehistoric cave men, Vikings, Romans, Egyptians etc.	Pupils will learn a campfire song and remember a tune. Pupils will learn about historical lifestyles.	Music – Recapping songs Learn music skills / vocal potential through Warm ups to use their voices safely. Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase	Music – Music context - consider the context in which campfire songs were written, or by discussing the meaning of any words. Music vocal health - warming up before singing, staying hydrated, resting voices, singing in rounds in campfire songs. Exploring pulse/beat or rhythm /pitch, walk, move or clap a steady beat with others, changing the speed of the beat	Music - rhythm, pattern chant, pitch, tempo, beat, pulse, perform. Art – clay, charcoal, dye, frame, sensory, creative, imaginations, composition, 3D, 2D, crafts person, design, designer, artist.	Design technology Art Science Fine motor skills PSHCE/ RSHE English literature / reading for pleasure Music History RE sacred ceremonies and celebrations

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• Music – percussion instrument making and carving whistles as wind instruments • Making own charcoal for drawing in camp fire • Listening to natural sounds in the environment and recording sounds to create own sound track for role play performances and poetry recital/ drama • Story telling with making props for adventure stories such as 'Swallows and Amazons', The Hobbit, Harry potter series,	Pupils will learn how to manipulate wood to create a sound. Pupils will learn how to control the burning of wood to make charcoal. Pupils will learn how to record sounds. Pupils will recall key elements of a story and sequence them in	melodies expressively singing campfire songs such as 'Tall Trees'. Design, make and use percussion. And wind instruments perform woodland word pattern chants English - Developing reading skills and performance, poetry skills with intonation, sound effects, Art - to use a range of woodland and natural materials creatively to design and make 3D manipulated	as the tempo of the music changes. Art - to develop understanding or experience using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own wearable art work and fashion accessories To understand the physical properties to manipulate charcoal (from fire). To explore wearable ceremonial art from history and different cultures and relate to own work.		

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Wolfbrother series etc. • Wearable art exploring different cultures and historical periods – head dresses, crowns, body armour, breast plate, necklaces etc. from natural materials,	the correct order with props. Pupils will design an item that is wearable and fits/ balances/wraps around the body.	sculptural headdresses and head wear for a fashion show.			
Tools techniques Rustic woodwork • Basic whittling animals, faces 2D relief and 3D • Pyrography – burning decorations into soft woods/ wooden spoons,	Pupils will recap knowledge of woodwork and tool use, properties of tools and the impact of them on softer materials.	Design Technology – functions and use of tools, choosing suitable tool for appropriate purpose. Design purposeful & functional products for	Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Develop technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable.	Design Plan Make Build Strengthen Stiffen Stable Unstable Waterproof Wear and tear	Design technology Science Fine and gross motor skills PSHCE/ RSHE Careers education – learning skills for adult life/ confidence building and team work

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picture frames etc. to set up an enterprise – link to careers and maths money skills, keep own accounts • Seasonal table decorations • Room name signs to order, • Planters, bird houses, • Picture frames • Garden ornaments to hang in trees to sell at summer fair • Christmas tree decorations to sell at Christmas fair	Some pupils will learn about heat and burning wood to create visual marks and images with full support and risk assessment. Pupils will learn how to fasten, construct and manipulate then decorate natural items. Pupils will learn about the exchange of items for money, equivalent value, change etc.	themselves and other users based on the design criteria and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] Science – properties of materials – harder, sharper property impacting on a softer, less dense matter – carving, splitting, whittling wood etc.		Structure Underside Fasten Join Manipulate Sharp Split Carve Whittle	