



# Margaret Wix Progression Ladder – Outdoor Learning



## Purpose of study (National Curriculum 2014)

Learning in the real world outside the classroom, including through outdoor learning, educational visits, residential experiences and adventure activities, is an effective way of meeting the demands of the National Curriculum, and of preparing young people for life beyond school. Outdoor and adventurous activities, which provide first-hand real challenges, and residential experiences, are a powerful process for supporting personal and social development, character development and resilience, spiritual, moral and cultural development and physical and mental well-being.

## Aims

The aims of our outdoor learning curriculum will be;

- To build self-esteem and confidence in children
- To build resilient, determined and independent learners
- To develop children's personal, social and emotional development
- To develop children's imagination and encourage creativity
- To encourage collaboration
- To develop and build the ideas of risk management and risk benefit
- To improve children's life skills and experiences
- To enable children to gain a respect for the natural environment and wildlife
- To support wellbeing and nature connection

## Progression of statements for Outdoor Learning Attitudes

| <b>Outdoor Learning Attitude</b>   | <b>EYFS</b>   | <b>KS1</b>  | <b>Lower KS2</b>   | <b>Upper KS2</b>  |
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| <b>I enjoy participating and reflecting in outdoor activities and have a positive attitude to challenge and adventure.</b> | I enjoy working outside when given the opportunity.   | I enjoy working outside when given the opportunity and can talk about my experiences outside with others. | I am positive about learning outdoors and can reflect on my experiences.<br><br>I know that being outside has a positive impact on me. | I am positive about learning outdoors and can reflect on my learning.<br><br>I know that being outside has a positive impact on my physical and mental wellbeing. |
| <b>I show resilience through taking on challenges and achieving success.</b>   | With support, I can complete an outdoor challenge and with some adult encouragement I will help others. | With support, I can complete an outdoor challenge, showing some teamwork.                                 | I can work in a team effectively and begin to work with different people to solve a common goal under timed-circumstances.             | I can work with all members of the class and I am beginning to identify different strengths and   |

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|   |   | <p>I can complete a challenge individually and working in a pair.</p> <p>I will try again if I am stuck during a task.</p> <p>I can show resilience, problem-solve and collaborate.</p> | <p>I am able to reflect and evaluate on the challenge afterwards.</p>  | <p>weaknesses that we have as a team.</p> <p>I can be reflective during and after a task.</p> <p>I can comment on collaboration and how an outcome could be improved next time.</p>   |
| <p><b>I am developing skills of communication, problem-solving, creativity, critical thinking, leadership and cooperation.</b></p>  | <p>With support, I can listen to other children's ideas and work as a group to achieve a common goal.</p> | <p>With support, I can listen to other children's ideas and work as a group to achieve a common goal.</p> <p>I will give my own ideas to help my team.</p>                              | <p>I can communicate clearly to my team members.</p> <p>I can take on a leadership role to complete a task.</p>  | <p>I know that there are many different roles within a team and I can reflect on my strengths and weaknesses in different group roles.</p>  |
| <p><b>I am developing self-awareness and social skills by appreciating the contributions of others' and their achievements.</b></p> | <p>I can listen to others in a groups and take turns.</p> <p>I am positive when our group succeeds.</p>   | <p>I can listen to others in a group, take turns and share ideas.</p> <p>I can celebrate as a team when our team is successful.</p>   | <p>I can use a range of strategies to make compromises to ensure the entire group feel valued.</p> <p>I can discuss how we made compromises as a team.</p>   | <p>I notice when some people are not being listened to and encourage others to listen to their viewpoints.</p> <p>I can celebrate and praise other team members when they have a good idea.</p>   |
| <p><b>I understand the importance of conservation and sustainable development.</b></p>  | <p>I know not to hurt any animals on purpose.</p>   | <p>I am careful not to damage plants or animal habitats and stick to pathways so there is less negative impact on the grounds.</p>  | <p>I show respect for the outdoors and do not needlessly damage habitats in the grounds or outdoors.</p> <p>I know that by overusing our grounds we can have a negative impact and we need to offset this.</p> | <p>I can talk about the impact I am having on the school grounds and how we can make sure the impact is positive or neutral.</p> <p>I can suggest improvements for the grounds and school which will have a positive contribution to the environment.</p> |
| <p><b>I am learning to appreciate the benefits of physical activity and reflection.</b></p>   | <p>I know that being outside helps me to keep healthy.</p>  | <p>I notice and can talk about how I feel after being outside and exercising.</p>   | <p>I can recognise and explain the effects of exercise and being outdoors on the body.</p>   | <p>I can explain how being outdoors helps contribute to our physical and mental wellbeing and can take part in group reflections and mindfulness respectfully.</p>  |

|                      | EYFS   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
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| Fire/fire pit skills |  | <p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures – fire safety</p> | <p>Safety procedures – fire safety</p> <p>Contribute to fire lighting by gathering fuel</p>                         | <p>Fire safety and the fire triangle</p> <p>Roast food on a fire with support</p>   | <p>Cooking on a camp fire (roast food)</p> <p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool (fairy pillow)</p>                        | <p>Light a fairy fire and keep it going</p> <p>Make and tend a fire safely</p>   | <p>Prepare and light a campfire with supervision</p>   |
| Den building skills  | <p>Introduction of basic den-building with support (some indoor and outdoor equipment)</p> | <p>Mini den-building for small animals</p> <p>Create a lean-to den, with support</p>   | <p>Supported construction of tripod structure</p> <p>Create a lean-to den independently or with minimal support</p> | <p>Create a covered den in a woodland</p> <p>Work successfully as a group, considering and evaluating each other's' contributions</p> | <p>Design and build varying sized dens using man-made and natural materials</p> <p>Work successfully as a group, considering and evaluating each other's' contributions</p> | <p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, considering and evaluating each other's' contributions</p> <p>Compare and evaluate the dens in relation to sturdiness, durability, weatherproofing and whether it is fit for purpose</p> | <p>Work successfully as a group, considering and evaluating each other's' contributions</p> <p>Compare and evaluate the dens in relation to sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Den building challenge – in teams children to plan, build and review their dens</p> |
| Play/Exploring       | <p>Introduction to rules and boundaries</p> <p>Promotion of free exploration,</p>          | <p>Re-enforce rules and boundaries</p> <p>Travel safely around the</p>   | <p>Re-enforce rules and boundaries</p> <p>Move logs safely with support</p>   | <p>Take part in outdoor challenges on own and in a team</p>   | <p>Play woodland versions of games</p> <p>Work in a team during wide</p>  | <p>Play woodland versions of games</p> <p>Work in a team during wide games/orienteering</p>  | <p>Play woodland versions of games</p> <p>Work in a team during wide games/orienteering</p>  |

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|  | <p>independent learning, skills</p> <p><i>Plant bulbs/seeds and watch them grow</i></p> <p>Seasonal walks</p> <p><i>Search for butterflies</i></p> | <p>terrain in the woodland area</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p><i>Discover what's in a pond</i></p> <p><i>Insect hunt</i></p> <p><i>Roll down a hill</i></p> <p><i>Make a daisy chain</i></p> <p><i>Build a den</i></p> | <p><i>Build a bridge</i></p> <p><i>Become a nature detective</i></p> <p><i>Get soaking wet in the rain</i></p> <p><i>Bird watching</i></p> | <p><i>Climb a tree</i></p> <p><i>Make something out of wood</i></p> <p><i>Cook outdoors</i></p> | <p>games and scavenger hunts</p> <p><i>Make a sculpture out of natural materials</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p> | <p>and scavenger hunts</p> <p><i>Make a sculpture out of natural materials</i></p> <p><i>Orienteering</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p> | <p><i>Make a sculpture out of natural materials</i></p> <p><i>Orienteering</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Create a time capsule</i></p> |
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**Experiences:**

Walk in local area

Exploration of school grounds

Trip to seaside or seaside experience at school

International Day – exploring the culture of different countries around the world

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| <b>Year 3</b>   |   |  |  |
| <p>By the end of year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>• name and locate counties and cities in the United Kingdom</li> <li>• locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns</li> <li>• name and locate some countries in Europe</li> <li>• share their own views about locations</li> </ul> | <p>By the end of year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>• compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use</li> <li>• identify the main physical and human characteristics of the countries of Europe</li> <li>• describe geographical similarities and differences between a region in the United Kingdom and one in a European country</li> </ul> | <p>By the end of year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>• ask and answer geographical questions about the physical and human characteristics of a location</li> <li>• describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes</li> <li>• describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country</li> </ul> | <p>By the end of year 3, children should be able to:</p> <ul style="list-style-type: none"> <li>• know how to use map symbols and keys to locate information.</li> <li>• know how to use maps, atlases and globes to compare different countries.</li> <li>• know how to use the eight points of a compass.</li> </ul> |
| <b>Year 4</b>   |   |  |  |

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| <p>By the end of year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time</li> <li>name and locate the countries of Europe</li> <li>name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</li> </ul> | <p>By the end of year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time</li> <li>describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</li> <li>describe geographical similarities and differences between different countries</li> </ul> | <p>By the end of year 4, children should be able to:</p> <p>know and understand how to describe key aspects of physical geography including volcanoes, earthquakes.</p> <p>know and understand how to describe aspects of human geography including types of settlement and land use, economic activity including trade links.</p> | <p>By the end of year 4, children should be able to:</p> <ul style="list-style-type: none"> <li>know how to use maps, atlases and globes to locate countries and describe features studied.</li> <li>know how to use ordnance survey maps</li> <li>know how to use the eight points of a compass to describe the location of features and routes on a map.</li> </ul> |
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| <p>Capricorn, Arctic and Antarctic Circles and date and time zones</p>   |   |   |  |
| <p><b>Year 5</b></p>   |   |   |  |
| <p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>• know and locate the world's countries, using maps to focus on Europe concentrating on their environmental regions.</li> <li>• know the key physical and human characteristics, countries, and major cities.</li> <li>• know how to begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</li> </ul> | <p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>• understand some of the reasons for geographical similarities and differences between countries</li> <li>• explain how locations around the world are changing and begin to explain some of the reasons for change</li> <li>• begin to understand and explain geographical diversity across the world</li> </ul> | <p>By the end of year 5, children should be able to :</p> <ul style="list-style-type: none"> <li>• begin to collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• begin to identify and describe how the physical features affect the human activity within a location</li> <li>• identify and describe the main human and physical characteristics of South and Central America</li> <li>• begin to understand and explain how countries and geographical regions are interconnected and interdependent</li> <li>• name and locate some of the</li> </ul> | <p>By the end of year 5, children should be able to:</p> <ul style="list-style-type: none"> <li>• use provided geographical resources to give descriptions of the characteristic features of a location</li> <li>• use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area</li> <li>• Record the results in a range of ways</li> <li>• Begin to analyse and give views on the effectiveness of different geographical representations of a location</li> <li>• Use the eight points of a compass, four and 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</li> <li>• create maps of locations</li> </ul> |

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| <p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> |   | <p>countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> |  |
| <p><b>Year 6</b></p>   |   |   |  |
| <p>By the end of year 6 children will be able to:</p>  | <p>By the end of year 6 children will be able to:</p> | <p>By the end of year 6 children will be able to:</p>   | <ul style="list-style-type: none"> <li>• By the end of year 6 children will be able to:</li> </ul> |

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| <ul style="list-style-type: none"> <li>• know and can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• know and can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental</li> </ul> | <p>explain and discuss a range of reasons for geographical similarities and differences between countries</p> <ul style="list-style-type: none"> <li>• explain how locations around the world are changing and explain some of the reasons for change</li> <li>• describe geographical diversity across the world</li> </ul> | <ul style="list-style-type: none"> <li>• collect and analyse statistics and other information in order to draw clear conclusions about locations</li> <li>• identify and describe how the physical features affect the human activity within a location</li> <li>• identify and describe the main human and physical characteristics of North and South America</li> <li>• explain how countries and geographical regions are interconnected and interdependent</li> <li>• name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand and explain how some of these aspects have changed over time</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and create links between some</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including</li> </ul> | <ul style="list-style-type: none"> <li>• select appropriate geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location</li> <li>• use different types of fieldwork (random and systematic) to observe, measure and record accurately the human and physical features in the local area</li> <li>• select an appropriate method to record the results in a range of ways</li> <li>• analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</li> <li>• use the eight points of a compass, four and 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</li> <li>• create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land</li> </ul> |
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| <p>regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"><li>• know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul> |  | <p>trade links, and the distribution of natural resources including energy, food, minerals and water and make links between them</p> |  |
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