

## Outdoor Learning Curriculum

<p><b>Summary</b></p> <p>Outdoor learning is an umbrella term for actively inclusive facilitated approaches that predominately use activities and experiences in the outdoors which lead to learning, increased health and wellbeing, and environmental awareness. Experiences are made possible by others are the first step in inspiring self-led or independent adventures and connections with the outdoors.</p>
<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Increase in confidence</li> <li>• Increase in resilience</li> <li>• Developing social skills</li> <li>• Understanding how to behave in public setting (language etc)</li> <li>• Strong links between positive behaviour in and out of school</li> </ul>
<p><b>Skills</b></p> <p><b>Mountain Biking –</b></p> <ul style="list-style-type: none"> <li>• A soft introductory lesson into OAA, ensuring that all students are in their comfort zone. Beginning to look at safety on Mountain Bikes and endurance biking (8 miles – blue route).</li> <li>• Progressing to jumps and pits this week, looking at confidence of individuals and team work. Pushing endurance to 10 miles this week (blue &amp; part of red route).</li> <li>• Progression to red route which entails tricky jumps and bends, pushing their ability to a high level of mountain biking. This week we will also look at upping their endurance to blue and red route (17 miles)</li> </ul> <p><b>Surfing –</b></p> <ul style="list-style-type: none"> <li>• New activity for all students, learning will involve: safe practice in water, body surfing, paddling, swimming, catching waves, team-work and knees to feet standing up.</li> <li>• Progressing the surfing technique to straight to feet pop up but ensuring all other areas are covered. Students will still be pushed onto waves by me or surf instructor.</li> <li>• Last surf lesson, looking at the students independently catching waves and standing up by their selves. Looking at intuition on when to catch and wave and their confidence in the water.</li> <li>• Looking at the students independently catching waves and standing up by themselves. Looking at intuition on when to catch and wave and their confidence in the water.</li> </ul> <p><b>Climbing/Heights -</b></p> <ul style="list-style-type: none"> <li>• Jacobs ladder, Equilibrium, Abseiling – Looking at high adrenaline activities, team work and resilience.</li> <li>• High Ropes – Confidence in heights, team work, balance and resilience.</li> <li>• Giant Swing – Confidence and Team work</li> <li>• Clip ‘n’ Climb - Mixture of fun and competitive climbing. Using past skills and knowledge used to complete a wide variation of climbing walls.</li> <li>• Using all past skills to complete climbing walls. Will be taught how to belay and tie figure of eights.</li> </ul>

**Wakeboarding -**

- Introduction to open water activities, how to wakeboard, basic technique, confidence in the water and use of the board.
- Beginning to look at technique further, how to stand, body positioning and tricks.

**Canoeing, Raft building & Kayaking -**

- Canoeing – Paddling technique (forwards, backwards, turning, role of front and back and capsizing)
- Kayaking – Paddling (forwards, backwards, turning, capsizing and swimming)
- Raft Building – Knot tying, team work, safety and resilience.

**Archery –**

- How to hold the bow, how to aim, how to shoot and practice arrows.
- Archery – Recap on how to hold the bow, how to aim, how to shoot and practice arrows. Developing target skills

**Bushcraft –**

- Fires & cooking. Using their prior knowledge to work in small groups to create campfires and cook on them.
- Bushcraft Tools – How to use knives and saws safely when creating firewood and wood to create shelters.

**Problem Solving –**

- Working as a collective group to solve problems

**Power Kiting –**

- Using hand-eye co-ordination to successfully fly large kites.

**Animals/Geography**

- Sedgwick – Looking and completing work sheets on extinct animals and fossils
- Johnsons – Critical thinking, is it ethical to keep animals in captivity? Creating arguments
- Zoology – Completing work sheets that look and extinct and alive animals

**Orienteering/Expedition –**

- Map reading. To work in small groups to be able to navigate basic orienteering
- Orienteering – Using last week's skills and knowledge to complete a harder version of orienteering
- Recap on how to read a map, in small groups complete a walk from Old Hunstanton to the Dunes.

**Beach Games –**

- Wells-Next-To-The-Sea trip where the students will have to complete a small map reading challenge. Followed by a game of flags and a game of rounders.

**Assessment**

Assessed against Outdoor Education tracker  
Verbal Feedback  
Peer Assessment

**Intent**

Research has shown that Outdoor Learning increases academic achievement, personal and social development, increased wellbeing & mental health and a care for the environment, which is something our learners are not exposed to out of school.

Research suggests that contact with the natural environment may offer considerable mental health benefits and have a positive effect on communities. With a dearth of solutions for major problems such as obesity, inactivity, stress and antisocial behaviour, which governments are struggling to solve, the value of the natural environment needs to be understood, quantified and then acted upon.

Research has shown that Outdoor Learning can;

- Treatment for children with poor self-discipline, hyperactivity and Attention Deficit Hyperactivity Disorder (ADHD).
- Coping with anxiety and stress, particularly for patients undergoing operations or cancer treatment.
- Strategies to reduce crime and aggression..
- Improve concentration levels in children and office workers.
- Improve stress.
- Healthy cognitive development of children.
- Strengthened Communities
- Increased sense of wellbeing and mental health

All of which above our learners struggle with.