



Oasis Academy Pinewood Horizontal Curriculum Progression Map
Forest School



What knowledge and skills the children will learn and the key vocabulary they will understand and be able to use					
Curriculum Strand	EYFS	Year One and Two	Year Three and Four	Year Five and Six	Year Seven
<p>Tools</p> <p>Key vocabulary: flint and steel, bowsaw, secateurs, bushcraft knife, awl, hand drill, sawhorse, anvil loppers, bypass loppers, Japanese water stone,</p>	<p>Knowledge and skills:</p> <p>Introduction to tools and their uses; Flint and steel for fire lighting, Bowsaw for cutting wood, Secateurs for snipping small branches, Bushcraft knife for splitting wood, sharpening wood, stripping bark, etc.</p> <p>Children to use potato peelers to strip bark</p>	<p>Knowledge and skills:</p> <p>Introduction to using tools in the forest environment and introducing new tools.</p> <p>Children to use secateurs, bowsaw under 1:1 supervision Children to use butter knives to strip bark</p> <p>New tools: Awl, Hand drill</p>	<p>Knowledge and skills:</p> <p>Children to begin to use previous tools with some independence (with exception of bushcraft knife) Children to use bushcraft knives 1:1 to strip bark</p> <p>New tools introduced: Anvil loppers, bypass loppers, sharpening stones</p>	<p>Knowledge and skills:</p> <p>Children to begin to use all tools (with exception of bushcraft knife) independently</p> <p>Able to explain which tools are used for a particular job, correct carrying procedures and how to handle tools safely</p>	<p>Knowledge and skills:</p> <p>Children to be able to share knowledge with peers</p>
<p>Knots and rope work</p> <p>Key Vocabulary: rope swing, zip line, rope walk, Basha, Hammock, Clove hitch, Bow line, Taught line hitch, Round turn with two half hitches, Timber hitch, Square lashing, shear lashing</p>	<p>Knowledge and skills:</p> <p>Introduction to uses of rope and knots; children to use rope swings, rope walks, zip lines which are made whilst they watch.</p> <p>Shown how to tie knots for use in rope swing</p> <p>overhand loop knot, larks-head knot</p>	<p>Knowledge and skills:</p> <p>Children to be given tools to be able to make their own rope swings Knots to be shown how to make own shelters: Clove hitch Bow line Taught line hitch</p>	<p>Knowledge and skills:</p> <p>New knots learnt and their uses in the environment</p> <p>Round turn with 2 half hitches for securing improvised shelters Timber hitch for securing wood loads</p>	<p>Knowledge and skills:</p> <p>Lashings and their uses</p> <p>Square lashing and shear lashings and how to use them in the environment</p>	<p>Knowledge and skills:</p> <p>Knowledge of 9 knots and lashings and their uses.</p> <p>Able to explain their uses and teach to others</p>



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<p>Flora and fauna</p> <p>Key Vocabulary: Oak, Fir, Hazel, Elder, Hawthorn, Holly, stinging nettle, cleavers, fallow deer, muntjac deer,</p>	<p>Knowledge and skills:</p> <p>Introduction to different flora and fauna found in the forest school environment.</p>	<p>Knowledge and skills:</p> <p>Introduction to the different uses of the flora and fauna found in the forest school environment</p>	<p>Knowledge and skills:</p> <p>Practical uses of flora and fauna in the environment</p> <p>Making twine using stinging nettles or brambles</p>	<p>Knowledge and skills:</p> <p>Ability to identify flora and fauna in environment and explain the uses</p>	<p>Knowledge and skills:</p> <p>Share knowledge with peers</p>
<p>Fire safety</p> <p>Key Vocabulary: flint and steel, fire pit, tinder, kindling, char cloth,</p>	<p>Knowledge and skills:</p> <p>Introduction to fire safety and rules of fire pit</p>	<p>Knowledge and skills:</p> <p>Children to be introduced to how to build a fire, 3 things needed for a fire (oxygen, heat, fuel)</p> <p>Importance of fire safety Necessity of water and never leaving a fire unattended</p>	<p>Knowledge and skills:</p> <p>Children to build different types of fire:</p> <p>Teepee Log Cabin Upside down Star</p> <p>Practise making sparks with flint and steel</p> <p>Make small fire under 1:1 supervision</p>	<p>Knowledge and skills:</p> <p>Children to make a small fire under supervision</p> <p>1:4 ratio groups</p> <p>Blow diamond technique</p> <p>Making char cloth</p>	<p>Knowledge and skills:</p> <p>Children to be able to independently explain knowledge regarding fire, fire safety and different builds of fire and their uses.</p>



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<p>Cooking over fire</p> <p>Key Vocabulary: Sieve, popcorn, marshmallow, hot chocolate, boiling, Ingredients, flour, salt, water, bannock, pitta, loaf, damper, flat bread, baked, boiled, cooked, temperature, ashes, embers, dutch oven, tripod, billy can</p>	<p>Knowledge and skills:</p> <p>Introduction to cooking over fire</p> <p>Observing making hot drinks</p> <p>Toasting marshmallows</p> <p>Making popcorn (using sieves)</p>	<p>Knowledge and skills:</p> <p>Making different types of bread and using fire to cook:</p> <p>Loaves, Pittas Bannock Damper Flat bread</p>	<p>Knowledge and skills:</p> <p>New fire cooked foods: E.g. Baked apples, baked potatoes, vegetable chilli-con-carne, 'chocolate' oranges, 'boiled' eggs</p>	<p>Knowledge and skills:</p> <p>Learn different methods of cooking with fire:</p> <p>On a stick On embers In Ash On flat hot stone Hot stones under and above Grilling Under the ground In a pot</p>	
<p>Key learning:</p> <p>Be healthy</p> <ul style="list-style-type: none"> • Physically healthy • Mentally and emotionally healthy • Healthy lifestyles <p>At Forest School children are physically active a lot of the time, and their stamina improves as they go through their sessions. Their experience can also help to lead to the development of healthier lifestyles as children ask parents to take them on trips to woodlands outside school times. As the children gain confidence and improve their self-esteem, this can increase their emotional and mental well-being.</p> <p>Stay safe</p> <ul style="list-style-type: none"> • Safe from accidental injury or death • Security, stability and being cared for 					



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The 'wild' and yet controlled safe environment of Forest School ensures that children taking part naturally learn to assess risk. They are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations (such as exploring or climbing trees, using tools to build shelters and dens). Much of the learning comes as a result of the opportunities they have for testing their own abilities in a real-life context.

Enjoy and achieve

- Achieve stretching national educational standards at primary school
- Achieve personal and social development and enjoy recreation

Forest School sets learning in a different context for children, in which they can undertake a range of practical activities and carry out small, achievable tasks. Children can develop their team-working skills and also learn to become more independent. Those who are unfamiliar with woodlands can become confident in using them, and this can form the basis of a life-long relationship with, and enjoyment of, natural spaces.

Making a positive contribution

- Develop self-confidence and successfully deal with significant life changes and challenges
- Develop enterprising behaviour Forest School helps children to develop their confidence.

As they become familiar with Forest School they can take their new-found confidence into school and into other areas of their lives. Forest School can be particularly effective for children who do not do well in the classroom environment. Children learn to solve problems and be creative and imaginative, thus showing enterprising behaviour.