

# CURRICULUM ROAD MAP

<b>Subject</b>	Outdoor Learning	<b>Year / KS</b>	8
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## INTENT

Students at The Whitehaven Academy have historically lacked opportunities to explore the full environments around their school site and the local area directly surrounding school. Additionally, the UK has faced an extended period of 'lockdown' where students have been less able/likely to engage with the outdoors. Outdoor learning is important because it broadens the student's cultural capital as well as skills, which may be difficult to fully develop in the class room, eg navigation. Furthermore, these skills are transferable to other subjects, such as Geography, Biology, Chemistry, Food and technology-based sub Creative Curriculum. Alongside this, students will develop their understanding of local organisations and opportunities and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the area they live in today and for the future

<b>IMPLEMENTATION</b>	<b>IMPACT - See Key Learning Indicators</b>
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Students will undergo one whole year of Creative Curriculum, with outdoor learning as an option block within this.

Alongside this, students will develop their problem solving and team working skills in addition to exploring their creativity. This course will seek to challenge students to explore, discover, conserve and share, whilst providing opportunities for all to enjoy a range of outdoor experiences.

- During this key stage the following aims will be met:**
- Students will develop their knowledge and understanding of the natural world around them;
  - Students will develop design skills in order to solve problems;
  - Students will develop their knowledge of different habitats, environments and activities;
  - Students will be able to apply their knowledge to make informed choices;
  - Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;

Students will be assessed throughout the year against the Key Learning Indicators

1	2	3	4	5	6	7	8	9
Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context

1. **Creative problem solving and use of maths-** Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." KLI1
2. **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices KLI2
3. **Critical thinking-** Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3
4. **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4
5. **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5

- Students will build and apply a repertoire of knowledge, understanding and skills in order to solve complex problems;
- Students will work regularly and collaboratively with a range of other students, adults and organisations.

6. **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. **KLI6**
7. **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. **KLI7**
8. **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. **KLI8**
9. **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. **KLI9**

## KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

### English:

#### Reading

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it within a practical context;

#### Writing

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

#### Grammar and vocabulary

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

#### Spoken English/Oracy

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including discussion in different environments;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

### DT National Curriculum Coverage

#### **DESIGN**

Working towards a set Brief will fulfil this requirement and also give structure to the course by:

- Research will underpin the creative design process for both years and will cause students to explore different solutions to problems.
- By using a variety of approaches, students will generate creative ideas that respond to a range of factors such as weather, terrain etc.
- During the Research & Design process, students will identify and solve their own design problems, which will be further enhanced through teacher feedback.

#### **MAKE**

By following the Pre-Production, Production and Post-Production process, the course content will fulfil this requirement by:

- Creating products throughout multiple stages of the production process including concept, production and edit.

#### **EVALUATE**

By receiving formative feedback throughout the design and making process, the course content will fulfil this requirement by:

- Students will evaluate the work of others during the process in order to make informed design decisions.
- Both year groups will test, evaluate and refine their products based on formative feedback received throughout the production process.
- Students will engage in peer-assessment of the groups products to evaluate the work of others in order to further inform their own product design.

## CONTENT MAP

Topics covered throughout the term



<b>Autumn Term</b>	- Group 1 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger	- Group 1 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger
<b>Spring Term</b>	- Group 2 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger	- Group 2 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger
<b>Summer Term</b>	- Group 3 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger	- Group 3 Outdoor Learning: Understanding our school site and our local area. John Muir Award - Discovery Level Whitehaven Outdoor Learning Award - Ranger

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
1	<b>Creative problem solving and use of maths</b>		Students can use a creative approach and collaborative approach to solve a range of problems
			Students can modify their approach throughout the unit of work to solve issues arising.
			Students can use appropriate problem-solving approaches to solve issues and help adapt, improvise, overcome.
2	<b>Follow Health and Safety</b>		Understanding of H&S rules within each environment is clear.
			Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.
			Students closely follow all H&S procedures to allow safe working.
			Students can reflect on their working and evaluate their work against criteria.

3	<b>Critical thinking</b>	Clear informed and detailed improvements are identified with regards to their outcome.
		Students are able to analyse products suitability and compare products effectiveness.
4	<b>Quality preparation, research and planning</b>	A clear understanding that preparation prevents poor performance.
		Specification writing is clear and informs the design
		Students are able to explore different ways to achieve outcomes and will value failure and be able to change/modify where required.
5	<b>Quality communication</b>	Team work is clear and precise.
		Communication with a range of adults and organisation is polite and appropriate.
		Students use appropriate and specific vocabulary in a range of situations.
6	<b>Quality of outcomes through use of specialist technical principles</b>	Accurate use of planning and design software to accurately make products
		Careful and skilful use of equipment to produce an accurate outcome
		Multiple design programs and other alternative equipment is used with skill and understanding
7	<b>Technical terminology</b>	Understanding of key words within the design process and how they link together.
		Students understand key words used with each specialist areas and know precisely what they refer to.
		Students can accurately and with understanding use a range of appropriate key words within their discussion and presentations
8	<b>Sustainability</b>	Awareness that designer and consumers have a social responsibility when designing and using products.
		Understanding of environmental issues around materials and food choices
		Active participation in conservation activities
9	<b>DT in context</b>	Awareness that all products in the world have been designed by someone to fulfil a need
		Students understand how a range of commercial manufacturing techniques are used to create products
		Students understand the careers which exist and involve working outdoors.

## Current Scheme of Work

Lesson	Objectives	Tasks	Links
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<p>1.</p>	<p>Students will understand the differences between unleavened 'bannock' bread and bread that they may have baked with yeast in food tech or at home.</p> <p>Tech 8/9.2 Health and safety Fire Safety. Fire triangle. Fire lighting and safe extinguishing, fire management.</p>	<p><b><u>Do Now Task - 10 mins</u></b>  <b>Remember the fire triangle from Science lessons and what is needed for fire to burn.</b></p> <p>Students will work in groups of three to safely build and maintain a fire for long enough to bake 'bannock' bread. They will experiment with how certain natural materials burn and how preparation is essential to maintain a fire.</p>	<p><b>Oracy 1.</b>          Working together.          Vocab, kindling, tinder, embers.          Students will share their product and offer feedback to others.</p>
<p>2.</p>	<p>Tech 8/9.9 DT in context – Students demonstrate an understanding of efficient manufacturing techniques and working practices. KLI9</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices. KLI2</p>	<p><b><u>Do Now Task - 10 mins</u></b>          Students discuss and identify natural food stuffs that may grow on our school site. They explore and find examples of these. Eg berries and funghi.          Dangers discussed as a group</p> <p>Students will work in one group of 25 with allocated roles and responsibilities to prepare desert on an open fire from food they have collected on site (blackberries). They will cook and share blackberry crumble for all, with alternatives included for any/all dietary needs and preferences.</p>	<p><b>Oracy 2:          Foraging</b></p>
<p>3.</p>	<p>Discover, Explore          Students will use technology (app) and other reference material to identify 10 different species growing on school site.          Tech 8/9.8 Sustainability. Students show an understanding of origins of materials and the associated environmental impact. EG cotton grass growing on site.</p>	<p><b><u>Do Now Task - 10 mins</u></b>          Students download free flora identifying app 'picture this' and experiment on way to outdoor learning area. Feedback is given about the names of plants they have identified.</p> <p>Students should be able to identify several species including Pyramidal Orchids which are of special scientific interest along with at least 4 other species of wild flower growing on site.</p> <p>Using only natural materials students find and identify at least 4 different species of wild flower growing on site. They then arrange these into a wild flower bouquet.</p>	<p><b>Oracy 3:</b>          Students will be able to remember and name the species they have chosen and explain why they have used them and why they have avoided using any orchid species.</p>
<p>4.</p>	<p>Discover, Explore          Students will use technology ( gps navigation app) and other reference material to confidently know their position and the position of other ites on the school site.          Tech 8/9.7 Technical Terminology including contours, elevation, scale, key, cartography and orientation.</p>	<p><b><u>Do Now Task - 10 mins</u></b>          Students download app what three words and discuss/feedback practical and safety application/implications.          Using gps technology students set and solve their own treasure hunts around site.</p> <p>Students will create a 3D scale map of their school and site from natural materials.</p>	<p><b>Oracy 4</b>          Present as a group and explain choices using key cartography vocabulary</p>
<p>5.</p>	<p>. Outdoor Poetry.          Knot tying and structure building</p>	<p><b><u>Do Now Task - 10 mins</u></b></p>	<p><b>Oracy 5</b></p>

	<p>Tech 8/9.9 DT in context – Students demonstrate an understanding of efficient manufacturing techniques and working practices. KLI9</p>	<p>Students study the knot tying sheet on the way to the outdoor learning area. They discuss applications of different knots and suggest others that they know.</p> <p>Students then practice tying 4 knots in a group of three offering feedback and support to each other. For some knots such as lashing, they bring in sticks and start to explore basic structures from cross to pyramid. Recognise uses of these structures in fire lighting or shelter building.</p> <p>Students then use their knot tying skills to create a ‘poetry frame’. Teacher demonstrates outdoor Haiku poetry and students work in groups to produce their own Haiku based on a moment on their OL course so far.</p>	<p>Students discuss with each other the names for different knots and the best practical uses for them.</p> <p>Understanding syllables and structure in poetry.</p> <p>Students deliver their poem on camera as a presentation.</p>
<p>6.</p>	<p>Conserve, Share. Students will learn to use tools safely while maintaining the outdoor learning area and preparing to participate in a conservation project.</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p> <p><b>DT in context-</b> Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9</p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p>	<p><b>Do Now Task - 10 mins</b></p> <p>Students identify and discuss common native trees they can see on the way to the OL area. Generation Green students explain identification based on different leaf shapes they have collected. Absence of horse chestnut trees is noted.</p> <p>British autumn tradition of ‘conkers’ is explained. Students invited to share knowledge of game and experiences.</p> <p>Students individually use tools to prepare their own conker. Students then plan and deliver their own conker completion with health and safety rules in place.</p> <p>Assessment – After break students work in a new and randomly chosen group to revisit their fire management skills and start a fire that will burn through a rope at 40cm height in an allotted time scale.</p>	<p><b>Oracy 6-</b></p> <p>Students work together to organise their own ‘conker competition’. Student leadership required to set and explain the rules and decide who will play who.</p>
<p>7.</p>	<p>Students will continue to use tools and knots safely.</p> <p>They will also demonstrate their knowledge of their school site and of mapping.</p> <p><b>DT in context-</b> Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9</p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p>	<p><b>Do Now Task - 10 mins</b></p> <p>Students observe and discuss how the weather and site have changed during their first half term. Importance of kit and clothing emphasised for second half term.</p> <p>Group examine an old but professionally drawn map of site and suggest changes that have occurred. They discuss these with local representatives from West Cumbria Orienteers and hear more about the club, sport and cartography.</p> <p>Students will see a demonstration of kite flying and then work in pairs using knot tying and mainly natural /waste material to construct and fly their own mini kite.</p>	<p><b>Oracy 7</b></p> <p>Group interview members of WCOC and interview them with challenging questions about the sport and how they will work together after half term.</p> <p>Quality communication essential during design, construction and flying of kite.</p>

8.	<p>Discover, Explore. Local area. Harbour trail with Beacon Museum.</p> <p>Tech 8/9.8 Sustainability. Students show an understanding of origins of materials and associated environmental impact.</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p>	<p><b>Do Now Task - 10 mins</b></p> <p>Students remember and discuss important historical info about Whitehaven harbour as they travel there.</p> <p>Students meet members of Whitehaven Harbour Youth project and split into three groups. Proposed activities SUP, climbing and harbour trail.</p> <p>Harbour trail group will also meet a harbour commissioner who will explain the work of the harbour and of a commissioner.</p> <p>Funding for activities provided by Youth Opportunities Fund.</p>	<p><b>Oracy 8</b></p> <p>Whitehaven discussion.</p> <p>Various historical talking points visible around the harbour.</p>
9.	<p>Discover, Explore, Share</p> <p>Students Explore careers in the 'outdoors' with British Army,</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KL15</b></p> <p>Tech 8/9.9 DT in context – Students demonstrate an understanding of efficient manufacturing techniques and working practices. KL19</p>	<p><b>Do Now Task - 10 mins</b></p> <p>Students plan challenging questions for a q and a session with NW army engagement team.</p> <p>British Army will present students with particular training situations and problems that will test the problem solving, team work and communication skills they have built over the first have term.</p> <p>Students will use military materials to participate in an exercise in 'camouflage and concealment on the school site.</p>	<p><b>Oracy 9</b></p> <p>Students plan and ask challenging open ended questions about a particular military career.</p> <p>NW engagement team to present on opportunities and career pathways.</p> <p>Students work together and with visitors to site to solve specific problems</p>
10.	<p>Discover, Explore</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p>	<p><b>Do Now Task - 10 mins</b></p> <p>Students will share their experiences of their first activity with others on the bus and prepare the next group for what they might experience.</p> <p>Groups will rotate so that students are meeting new coaches and experiencing a different activity at the harbour</p>	<p><b>Oracy 10</b></p> <p>WHYP to present on opportunities and activities and career pathways.</p>
11.	Explore, Share, Discover	<b>Do Now Task - 10 mins</b>	<b>Oracy 11</b>



	<p>Explore careers and skills in the outdoors with British Army,</p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KL15</b></p> <p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KL14</b></p>	<p>Activities will build on previous session and will prepare students for their final expedition assessment.</p> <p>NW engagement team to confirm after first visit.</p>	<p>TBC</p>
<p>12.</p>	<p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KL14</b></p> <p>Tech 8/9.2 Follow Health and Safety. Students can demonstrate an awareness of safe working practices.</p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KL15</b></p>	<p><b><u>Do Now Task</u> - 10 mins TBC</b></p> <p><b><u>FINAL ASSESSMENT.</u> Timing TBC</b></p> <p>Students will have prepared and participate in their own mini expedition which will be supervised but self-guided and will include a rest stop for self-made refreshments using kellie kettles or Trangia stoves.</p> <p>Following this assessment expedition students will reflect and evaluate on their progress in final week whilst also submitting their evidence for John Muir award and Whitehaven Outdoor Learning Award.</p>	<p>Oracy 12 TBC</p>











## Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?



Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. <b>Creative problem solving and use of maths</b>	Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b>	Students can use a creative approach and mindset to solve a range of problems	Students can modify their approach throughout the unit of work to solve issues arising.	Students can use appropriate problem-solving approaches to solve issues and help plan or prepare their work.
2. <b>Follow Health and Safety-</b>	Students can demonstrate an awareness of safe working practices <b>KLI2</b>	Understanding of H&S rules within each DT room setting is clear.	Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.	Students closely follow all H&S procedures to allow safe working.
3. <b>Critical thinking-</b>	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b>	Students can reflect on their working and evaluate their work against criteria.	Clear informed and detailed improvements are identified with regards to their outcome.	Students are able to analyse products suitability and compare products effectiveness.
4. <b>Quality preparation, research and planning</b>	Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b>	A clear understanding that products have clients and some have specific needs and this in turn informs the design	Specification writing is clear and informs the design	Students are able to plan out how they are to complete their work and are able to change/modify where required.

<b>5. Quality communication</b>	Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b>	Designing shows an innovative and informed approach	Industry examples are used with skill and accuracy to facilitate designing where needed.	Students can produce accurate sketching whilst making use of design programs with skill
<b>6. Quality of outcomes through use of specialist technical principles-</b>	Students outcomes meet almost all of the project's success criteria. <b>KLI6</b>	Accurate use of planning and design software to accurately make products	Careful and skilful use of equipment to produce an accurate outcome	Multiple design programs and other alternative equipment is used with skill and understanding
<b>7. Technical terminology-</b>	Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b>	Understanding of key words within the design process and how they link together.	Students understand key words used with each specialist areas and know precisely what they refer to.	Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
<b>8. Sustainability</b>	Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b>	Awareness that designer and consumers have a social responsibility when designing and using products	Understanding of environmental issues around materials and food choices	Using knowledge of environmentally friendly practices to improve sustainability of their product
<b>9. DT in context-</b>	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. <b>KLI9</b>	Awareness that all products in the world have been designed by someone to fulfil a need	Students understand how a range of commercial manufacturing techniques are used to create products	Students understand the careers which lead off from DT based disciplines.



## Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
KLI 1 KLI 2 KLI 3 KLI 4 KLI 8	<p><b>Creative Problem Solving And Use Of Maths</b> - Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Follow Health and Safety</b> - Students can demonstrate an awareness of safe working practices <b>KLI2</b></p> <p><b>Critical Thinking</b> - Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality Preparation, Research And Planning</b> - Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Sustainability</b> - Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b></p>	Outdoor Learning: week 1-3	Formative Assessment – Presentation of initial Concepts, evaluation of initial skills and target setting.
KLI 6 KLI 7	<p><b>Quality Of Outcomes Through Use Of Specialist Technical Principles</b> - Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical Terminology</b> - Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Outdoor Learning; week 4-6	Formative Assessment – Use of skills to contribute to class project and class presentation
KLI 5 KLI 6 KLI 7	<p><b>Quality Presentation</b> - Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of Outcomes Through Use Of Specialist Technical Principles</b> - Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical Terminology</b> - Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Outdoor Learning: week 10-12	Summative Assessment – Completion of project/expedition and presentation of learning to achieve certification.