

Outdoor Learning Long Term Overview and Curriculum Progression

Year 1 to 6 Wild Passport Enrichment Offer

Term	Autumn Term	Spring Term	Summer Term
Unit Coverage	Fire	Shelter	Nature

Fire

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits
Year 1	To develop curiosity about fire as a natural phenomenon and to begin understanding how to stay safe around it.	<ul style="list-style-type: none"> • Watch a small, supervised campfire being lit. • Feel the warmth from a safe distance and describe what you see, hear, smell, feel. • Read a story about fire (myths, camping, warmth). • Practice sitting in a safe circle. 	<ul style="list-style-type: none"> • Fire gives light and warmth. • Fire can be dangerous and must be controlled. • Never touch or play with fire without an adult. 	<ul style="list-style-type: none"> • Listening to and following safety instructions. • Observing and describing. 	<ul style="list-style-type: none"> ☑ Empathy — Understanding why animals/others need protecting from fire. ☑ Equality — Taking turns to observe. ☑ Self-regulation — Staying seated and calm. ☑ Sense of responsibility — Helping to tidy and respect the fire area.
Year 2	To understand how fire is created and how it helps people and nature.	<ul style="list-style-type: none"> • Demonstrate making a spark (with flint & steel) and lighting cotton wool. • Discuss how fire is used for cooking, warmth, signaling. • Make a pretend campfire with sticks and leaves before seeing a real one. 	<ul style="list-style-type: none"> • Fire needs heat, fuel, and oxygen (basic fire triangle). • Early humans used fire to survive. • Fires can spread if not controlled. 	<ul style="list-style-type: none"> • Gathering safe materials for a fire. • Beginning to spot hazards (dry grass, wind). 	<ul style="list-style-type: none"> ☑ Critical Thinking — Thinking about what materials burn and why. ☑ Empathy — Understanding how fire affects wildlife. ☑ Equality — Working in pairs/groups fairly. ☑ Self-regulation — Staying calm and focused near flames. ☑ Sense of responsibility — Checking the area is safe before and after.

<p>Year 3</p>	<p>To learn how to build a simple fire structure and understand its uses.</p>	<ul style="list-style-type: none"> • Build a small teepee or log-cabin fire structure (without lighting). • Watch adult light and cook something simple over fire (bread, marshmallows). • Practice extinguishing a fire safely with water or sand. 	<ul style="list-style-type: none"> • Fire structures (teepee, log cabin) help it burn well. • Why dry wood burns better than wet wood. • How to put out a fire properly. 	<ul style="list-style-type: none"> • Building a fire structure. • Recognising when a fire is out and safe. 	<ul style="list-style-type: none"> ✓ Critical Thinking — Deciding how to build a fire for different needs. ✓ Empathy — Recognising when smoke could bother others. ✓ Equality — Sharing tasks and roles. ✓ Self-regulation — Working patiently and calmly. ✓ Sense of responsibility — Leaving no trace and respecting nature.
<p>Year 4</p>	<p>To safely create and light a small fire with supervision and use it for a purpose.</p>	<ul style="list-style-type: none"> • Practice striking flint & steel to make sparks. • Light a small fire under supervision and keep it going. • Cook something simple (damper bread, apple slices, hot chocolate). 	<ul style="list-style-type: none"> • Importance of preparing kindling, tinder, and fuel. • Effects of wind/weather on fire. • Fire safety rules (bucket of water, fire perimeter). 	<ul style="list-style-type: none"> • Lighting a fire. • Managing the fire and adding wood safely. 	<ul style="list-style-type: none"> ✓ Critical Thinking — Adjusting the fire when it doesn't catch. ✓ Empathy — Considering others who also want a turn. ✓ Equality — Ensuring everyone has a chance to contribute. ✓ Self-regulation — Managing excitement near fire. ✓ Sense of responsibility — Keeping tools and area safe.
<p>Year 5</p>	<p>To plan and lead parts of the fire-making process as a group.</p>	<ul style="list-style-type: none"> • Plan, gather materials, build and light a fire with minimal help. • Lead a group in cooking a shared snack or meal over the fire. • Discuss and reflect on safety improvements. 	<ul style="list-style-type: none"> • How to adapt the fire size for different needs. • Why it's important to respect fire laws and permissions in different places. 	<ul style="list-style-type: none"> • Planning and leading a small team. • Cooking and timing food over a fire. 	<ul style="list-style-type: none"> ✓ Critical Thinking — Solving problems (wet wood, wind). ✓ Empathy — Helping peers who struggle with tasks.

			<ul style="list-style-type: none"> How to manage fire in poor weather. 		<ul style="list-style-type: none"> ✓ Equality — Ensuring all voices are heard when planning. ✓ Self-regulation — Staying calm under pressure. ✓ Sense of responsibility — Taking care of tools, fire, and environment.
Year 6	To demonstrate independence and responsibility in managing fire and teaching others.	<ul style="list-style-type: none"> Plan and carry out a fire activity, teaching younger pupils or peers. Cook a full outdoor meal and clean up independently. Reflect on how fire connects us to history and community. 	<ul style="list-style-type: none"> Advanced fire safety and legal responsibilities in the wild. Different cultural uses of fire in ceremonies and traditions. Environmental impact of fire. 	<ul style="list-style-type: none"> Teaching and mentoring others. Managing a fire site responsibly from start to finish. 	<ul style="list-style-type: none"> ✓ Critical Thinking — Evaluating risks and outcomes. ✓ Empathy — Supporting and encouraging younger learners. ✓ Equality — Ensuring inclusion and fair participation. ✓ Self-regulation — Remaining calm and focused while leading. ✓ Sense of responsibility — Stewardship of nature and setting a good example.

Shelter

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits
Year 1	To explore natural materials and begin to understand how simple shelters provide protection.	<ul style="list-style-type: none"> Collect small branches and carry them safely. Build a nest and a mini shelter using sticks and leaves. Create a simple den with natural materials. 	<ul style="list-style-type: none"> Why humans and animals need shelter. Basic materials for building shelters. 	<ul style="list-style-type: none"> Carry and arrange branches safely. Work with others to 	<ul style="list-style-type: none"> ✓ Critical thinking: Problem-solve where to place branches. ✓ Empathy: Consider comfort

		<ul style="list-style-type: none"> • Construct a basic ridge line shelter with help. • Experience using a storm shelter. 	<ul style="list-style-type: none"> • Simple ways to make a space more protected. 	<p>create a basic structure.</p> <ul style="list-style-type: none"> • Tie simple knots with help. 	<p>of others in the shelter.</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equality: Take turns and share materials. • <input checked="" type="checkbox"/> Self-regulation: Stay calm and patient when the shelter falls. • <input checked="" type="checkbox"/> Responsibility: Look after tools and clear up afterwards.
Year 2	To build more stable shelters and begin to select suitable locations with support.	<ul style="list-style-type: none"> • Build a ridge pole tarp shelter or a tarp lean-to. • Construct a log lean-to. • Select an appropriate site for a shelter. • Build a central pole tipi. 	<ul style="list-style-type: none"> • What makes a good site (flat, dry, sheltered). • Differences between natural and tarp-based shelters. • How to improve stability and comfort. 	<ul style="list-style-type: none"> • Choose a site with guidance. • Use basic knots more confidently. • Work as a team to position materials. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Critical thinking: Evaluate sites and designs. • <input checked="" type="checkbox"/> Empathy: Consider everyone's comfort and access. • <input checked="" type="checkbox"/> Equality: Make sure everyone has a task. • <input checked="" type="checkbox"/> Self-regulation: Manage frustration if plans change. • <input checked="" type="checkbox"/> Responsibility: Respect the environment and leave no trace.
Year 3	To construct more weather-resistant shelters and work independently within a team.	<ul style="list-style-type: none"> • Build a woven wattle wall and/or a tarp tipi. • Construct an A-frame shelter. • Erect a tent. • Build a raised roof tipi. 	<ul style="list-style-type: none"> • Why woven walls strengthen shelters. • How to create drainage and ventilation. 	<ul style="list-style-type: none"> • Weave branches to create walls. • Assemble and secure a tent independently. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Critical thinking: Adapt design for weather conditions.

			<ul style="list-style-type: none"> • How to secure a structure against wind. 	<ul style="list-style-type: none"> • Work as a team to lift and fix larger materials. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Empathy: Listen to team members' ideas. • <input checked="" type="checkbox"/> Equality: Recognise all contributions. • <input checked="" type="checkbox"/> Self-regulation: Stay engaged through longer tasks. • <input checked="" type="checkbox"/> Responsibility: Check safety of the structure.
Year 4	To create strong, comfortable shelters that include structural and comfort features.	<ul style="list-style-type: none"> • Construct a log wall or a bough bed. • Build a wattle and daub wall. • Put up a hammock. • Build a freestanding ridge pole tent. 	<ul style="list-style-type: none"> • How insulation improves comfort. • Strength vs. flexibility in construction. • How to distribute weight safely in freestanding designs. 	<ul style="list-style-type: none"> • Combine materials for strength and comfort. • Tie and adjust knots confidently. • Use hammocks and elevated areas safely. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Critical thinking: Plan and prioritise effectively. • <input checked="" type="checkbox"/> Empathy: Consider others' comfort and needs. • <input checked="" type="checkbox"/> Equality: Support teammates in harder tasks. • <input checked="" type="checkbox"/> Self-regulation: Focus and persevere. • <input checked="" type="checkbox"/> Responsibility: Monitor and maintain the structure's safety.
Year 5	To design and construct advanced, survival-level shelters independently and responsibly.	<ul style="list-style-type: none"> • Erect a freestanding ridge line tarp safely, protecting eyes and others. • Build a bender shelter from flexible branches. • Construct a jointed A-frame. • Build a raised platform shelter. • Create a leaf litter survival shelter. 	<ul style="list-style-type: none"> • Advanced knots and lashings. • Load-bearing principles. • How to maximise insulation using natural materials. 	<ul style="list-style-type: none"> • Design and build shelters independently. • Solve problems creatively when materials or 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Critical thinking: Innovate and improve designs. • <input checked="" type="checkbox"/> Empathy: Guide and mentor others.

				<ul style="list-style-type: none"> conditions change. Teach others basic techniques. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equality: Ensure everyone contributes and learns. <input checked="" type="checkbox"/> Self-regulation: Lead calmly and confidently. <input checked="" type="checkbox"/> Responsibility: Leave the site better than found.
Year 6	To demonstrate leadership, teaching others shelter-building skills, and integrating creativity and sustainability.	<ul style="list-style-type: none"> Plan and lead a team to construct a large group shelter. Innovate a unique shelter design using sustainable materials. Assess and improve others' shelters for safety and comfort. 	<ul style="list-style-type: none"> Principles of sustainable shelter building. How to adapt shelters to extreme weather or situations. How to lead and teach others effectively. 	<ul style="list-style-type: none"> Leadership and delegation. Advanced construction techniques and creative problem-solving. Assessing and improving existing shelters. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Analyse and critique designs. <input checked="" type="checkbox"/> Empathy: Support and encourage others. <input checked="" type="checkbox"/> Equality: Give everyone an opportunity to contribute. <input checked="" type="checkbox"/> Self-regulation: Stay calm under pressure and guide others. <input checked="" type="checkbox"/> Responsibility: Ensure the team and environment are respected and safe.

Nature

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits
Year 1	To notice and describe seasonal changes in nature and begin interacting	<ul style="list-style-type: none"> Identify signs of seasonal change. Thread simple natural materials (leaves, seeds) to create art. 	<ul style="list-style-type: none"> Names of basic seasons and what happens during each. 	<ul style="list-style-type: none"> Look carefully at 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Notice

	respectfully with the natural world.	<ul style="list-style-type: none"> Recognise trees, bushes, and plants as distinct. 	<ul style="list-style-type: none"> How to observe plants and animals without harming them. Difference between trees, bushes, and plants. 	<p>the environment.</p> <ul style="list-style-type: none"> Collect and handle natural materials safely. Begin to describe observations using simple language. 	<p>patterns and changes.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy: Care for living things. <input checked="" type="checkbox"/> Equality: Share resources and work together. <input checked="" type="checkbox"/> Self-regulation: Move calmly and carefully outdoors. <input checked="" type="checkbox"/> Responsibility: Leave the area tidy and unharmed.
Year 2	To develop awareness of trees, fungi, and habitats, and safely carry out simple activities in nature.	<ul style="list-style-type: none"> Identify Rowan and Sycamore trees. Safely carry out a “nature walk,” aware of self and others. Find and observe fungi. Compare different habitats. Cook a simple meal on a fire. 	<ul style="list-style-type: none"> What makes a habitat suitable for certain creatures. Features of Rowan and Sycamore trees. Basic fungi safety — look, don’t touch unless trained. 	<ul style="list-style-type: none"> Identify at least two tree species. Notice differences in habitats (woodland, field, pond). Cook safely on a fire with help. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Compare habitats and guess what lives there. <input checked="" type="checkbox"/> Empathy: Consider animals’ needs in their habitats. <input checked="" type="checkbox"/> Equality: Include everyone in the walk or cooking. <input checked="" type="checkbox"/> Self-regulation: Stay calm when using fire or tools. <input checked="" type="checkbox"/> Responsibility: Follow rules for fire and fungi.
Year 3	To identify a wider range of plants, minibeast, and	<ul style="list-style-type: none"> Identify Oak, Hazel, and three edible wild plants. 	<ul style="list-style-type: none"> How to use an identification key. 	<ul style="list-style-type: none"> Use magnifying 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Use keys

	habitats, and create fire safely.	<ul style="list-style-type: none"> Identify five minibeasts using a key. Create an ember using traditional flint and steel. Notice and describe the parts of a tree. Begin producing a dichotomous key to identify minibeasts. 	<ul style="list-style-type: none"> Characteristics of Oak and Hazel trees. Basic principles of fire-making with flint and steel. 	<p>glass and key to identify small creatures.</p> <ul style="list-style-type: none"> Recognise and name more tree species. Safely produce a spark and ember. 	<p>to sort and identify species.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy: Handle minibeasts gently. <input checked="" type="checkbox"/> Equality: Work in pairs or groups fairly. <input checked="" type="checkbox"/> Self-regulation: Persevere with fire-making. <input checked="" type="checkbox"/> Responsibility: Keep fire under control and clean up site.
Year 4	To identify more advanced species and signs of animal life, and create useful wildlife-friendly structures.	<ul style="list-style-type: none"> Identify Beech, Ash, and some fungi. Make a bird feeder. Recognise animal prints or signs, and observe with a camera or from a hide. Create a dichotomous key to identify minibeasts. Produce an ember using a magnifying glass. 	<ul style="list-style-type: none"> Features of Beech and Ash trees. Common fungi and why they matter to ecosystems. How to attract and support local wildlife. 	<ul style="list-style-type: none"> Spot and record signs of animal life. Build simple wildlife support (feeder, shelter). Use tools to create fire in more challenging ways. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Observe subtle clues of animal activity. <input checked="" type="checkbox"/> Empathy: Create shelters and feeders for wildlife. <input checked="" type="checkbox"/> Equality: Share roles and take turns at each task. <input checked="" type="checkbox"/> Self-regulation: Stay patient and quiet in a hide. <input checked="" type="checkbox"/> Responsibility: Leave no harm to animals or environment.
Year 5	To demonstrate advanced knowledge of trees, birds, and ecosystems while	<ul style="list-style-type: none"> Identify Hawthorn, Elder, and spot three bird species. Build a hedgehog house. 	<ul style="list-style-type: none"> How biodiversity supports ecosystems. 	<ul style="list-style-type: none"> Confidently identify multiple tree 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Critical thinking: Analyse ecosystems and identify gaps.

	building survival and conservation skills.	<ul style="list-style-type: none"> • Identify and compare animal habitats in depth. • Produce an ember using a bow drill. • Spot and identify birds or wildlife at a distance. 	<ul style="list-style-type: none"> • Advanced techniques for creating fire without modern tools. • Role of specific plants and shelters in supporting wildlife. 	<ul style="list-style-type: none"> • and bird species. • Build durable and animal-friendly structures. • Use advanced fire-making techniques safely. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Empathy: Create homes and protect spaces for animals. • <input checked="" type="checkbox"/> Equality: Lead by including others in complex tasks. • <input checked="" type="checkbox"/> Self-regulation: Manage emotions while attempting difficult tasks. • <input checked="" type="checkbox"/> Responsibility: Act as a steward of nature.
Year 6	To lead others, conduct ecological observations, and innovate ways to support and sustain nature.	<ul style="list-style-type: none"> • Plan and lead a nature walk, teaching others to identify species. • Record and present findings on biodiversity in the area. • Design and build a creative wildlife support project (e.g., insect hotel, bird sanctuary corner). 	<ul style="list-style-type: none"> • Relationships between species and long-term changes in ecosystems. • Principles of conservation and rewilding. • How to teach and inspire others about nature. 	<ul style="list-style-type: none"> • Leadership and mentoring. • Advanced identification of plants, animals, and fungi. • Creative problem-solving for supporting biodiversity. 	<ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Critical thinking: Design and improve conservation projects. • <input checked="" type="checkbox"/> Empathy: Inspire care and understanding of nature in others. • <input checked="" type="checkbox"/> Equality: Ensure all group members have a voice and role. • <input checked="" type="checkbox"/> Self-regulation: Lead calmly and responsibly. • <input checked="" type="checkbox"/> Responsibility: Leave a positive impact on the environment.

