



Intent

At Archbishop Cranmer Primary Academy we believe it is vital that we maintain a creative, broad and balanced curriculum through the profound personal development of all of our pupils. This includes ensuring that all pupils have a culture of opportunity to experience the world first hand and have chance to see and take part in activities outside the classroom.

Forest School sessions at Archbishop Cranmer are intended to provide children with the opportunity to explore and experience the natural world through practical activities in the outdoors. This will in return help promote confidence, independence, team working and improved self-esteem. Sessions shall not be limited to children of a certain age, instead all children will have the opportunity to attend a block of sessions before they leave the school. Children will visit our designated area regularly, throughout the year, to acknowledge different seasons and in all weathers too!

Our Forest School encourages children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- reflect on learning and experiences
- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills
- improve their communication
- to explore the world through all the senses available to them.

Children will be able to lead their own learning within our Forest School sessions. The Forest School lead will maintain the area, resourcing it as necessary. Children can use the sessions as a way to explore their natural curiosity and can participate in planned activities if they would like to do so. It is the intention that children at Archbishop Cranmer will leave our school having gained some practical, useful, life skills and knowledge, which has enabled them to be well-rounded citizens, by the time they leave our school.

Implementation

Forest School is taught in all year groups as shown in the below medium term plan which ensures full coverage of the progression of skills outlined below. Our Forest School curriculum is facilitated by our Forest School lead, who has received up-to-date training accredited by the Forest School Association. Our sessions implement the six Forest School Principles, as outlined below.

During sessions, children are encouraged to take risks and to take themselves out of their comfort zone. The Forest School lead will be responsible for weighing the risk vs benefit for each activity, particularly when it is something that the children have decided to complete for themselves. If the activity is deemed too risky, it will be the responsibility of the lead to stop the activity and explain why. If possible, the lead may suggest ways in which to tweak an activity to make it safer, and therefore it may continue.

Forest School Principals:

Forest School ethos has six principles, which were agreed by the UK Forest School community in 2011. The six guiding principles of Forest School are given below.

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Impact

Forest School sessions should make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Building	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p> <p>Mini-den building with stick laying</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Create a tipi shelter with camouflage (ferns, grass, leaves etc)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Set up a tent in preparation for going on a residential visit</p>
Geographical Skills and Navigation	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course (Children to set up their own)</p> <p>Understand the term 'orientate' or 'setting' a map</p>	<p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering</p> <p>Build trust with a partner and work</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</p> <p>Demonstrate an understanding of the</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p>

		<p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Complete a simple 'star' orienteering activity in pairs / groups</p> <p>Record information accurately and neatly</p> <p>Follow rules when completing a star orienteering activity</p>	<p>together when orienteering</p>	<p>relationship between pacing and distance</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p>
<p>Play/ Exploring</p>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of</p>	<p>Re-enforce rules and boundaries</p> <p>Carry sticks safely</p>	<p>Re-enforce rules and boundaries</p> <p>Move logs safely with support first</p>	<p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p>	<p>Play woodland versions of games</p> <p>Work in a team during wide games and scavenger hunts</p>	<p><i>Orienteering with an OS map</i></p>	<p><i>Create a time capsule</i></p>

	<p>independent learning opportunities/skills</p> <p><i>Plant bulbs and watch them grow</i></p> <p><i>Autumn walk</i></p> <p><i>Search for butterflies</i></p>	<p>Work in a team to co-operate and communicate clearly</p> <p><i>Discover what's in a pond / Hunt for insects</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>Make something out of wood</i></p> <p><i>Cook outdoors</i></p>	<p><i>Make a sculpture</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p>		
Using Tools	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw 1-1 to cut discs and peelers for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Knife (1:1) Saw (1:1) Loppers (1:1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Bill hook Knives for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p>
Using Fire for Cooking	<p>Tying shoe laces</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Clove hitch</p>	<p>More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>



AUTUMN 1

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Set up a tent / Flora and fauna identification in our area / Signs of Autumn	Read a compass / Map reading / Orienteering	Knots – Explore and select appropriate knots for the right job	Plan/Design a shelter/Build a shelter	Fire lighting – Prepare and light with supervision	Maintaining a fire to cook lunch Kelly kettle for hot water / drinks	Time capsule

AUTUMN 2

YEAR 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Winter	Team work games / Flora hunt / Troll mazes – Clay and sticks	Knots – Simple knot – stick raft	Directional language / simple key / follow a map	Lean to shelter / tripod / Mini-shelter	Tool – bow saw / whittling – Making Xmas decorations / Clay faces	Collect fire wood for a fire – T to lead – Marshmallow to toast / Hot chocolate

SPRING 1

YEAR 3 AND 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Winter	Team work games / Flora hunt / Map symbols	Orienteering – Star – Ch to set up their own	Knots – Photo frame / Making a kite - newspaper	Tarpaulin shelters / Various sizes	Tool use – Bill Hook

SPRING 2

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<i>Chn to help maintain the FS site –</i>	Team work games / Fauna hunt / Signs of Spring	Team work games / Flora hunt / Hug a tree / Tool use -	Knots – Building a bridge / Half hitch	Directional language / simple key / follow a map / NESW	Animal den building / Stick towers	Fire circle / Lighting a fire

<i>Weeding etc before beginning</i>		hand drill or bit and brace					
SUMMER 1							
YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Summer	Team work games / Flora hunt / Tool work – knife use / Stick mobiles	8 point compass / 4 grid reference	Tipi Shelter - Design and make using required knots	Fire circle / Roasting food	Orienteering with OS Map	
SUMMER 2							
FOUNDATION	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Chn to help maintain the FS site – Weeding etc before beginning</i>	Team work games / Fauna hunt / Signs of Summer	Team work games / Flora hunt / Bark rubbing	Knots – Tying shoe laces	Free play exploration	Mini den building	Tools – Using a trowel, potato peeler	Camp Fire songs / toast a marshmallow