

Forest School Intent and Implementation



Why do we teach Forest School?

We teach Forest School to promote the children's capabilities to initiate, investigate & to maintain an innate curiosity for the world they live in. We believe that engaging with nature enhances emotional well-being, encourages teamwork, and develops critical thinking skills.

What is our curriculum aim?

- **Engagement with Nature:** Encourage children to explore and appreciate the outdoors, fostering a sense of wonder and respect for the natural environment.
- **Personal Development:** Support the growth of self-confidence, independence, and social skills through collaborative activities and risk-taking in a safe setting.
- **Skill Acquisition:** Provide opportunities for children to develop practical skills, such as building, foraging, and problem-solving, which are essential for lifelong learning.
- **Environmental Stewardship:** Instil a sense of responsibility and care for the environment, empowering children to act towards sustainability and conservation.
- **Interdisciplinary Learning:** Integrate core curriculum subjects with experiential learning, allowing children to apply their knowledge in real-world contexts.



Forest School Implementation

How is Forest School taught?

Our Forest School sessions take place once a fortnight. They are designed to encourage the children to direct their own learning through the environment around them with the Forest School Leader facilitating further 'Learning Opportunities' through their knowledge; introducing the use of tools; fire lighting & upkeep of fire for cooking; learning about the 'Flora & Fauna' to name a few.

The fundamental part of Forest School is to encourage the child's natural curiosity of the natural world & to see & experience the wonders of the world around them whether that is at school, home or the wider community. The children will experience the ever-changing seasons & explore how this impacts the outdoor world around them & the very nature of this environment through visual stimuli, smells, sounds, tastes & textures. All of these contribute to the Forest School journey of learning.



Forest School Key Concepts



Forest School Content Spine



	Autumn		Spring		Summer	
Y1	Exploring the Forest School site Maps – Follow a path	Flora and Fauna Birds	Knots – Half knot Cow Hitch	Shelters – Mini	Tool use – trowels. forks, introduce potato peelers	Food (Harvesting and cooking)
Y2	Exploring the Forest School site Maps – Find a route	Flora and Fauna Animals	Knots – Overhand	Shelters – Bug hotels	Tool use – trowels. forks, potato peelers	Flint and Steel use – Striking to make spark
Y3	Exploring the Forest School site Maps – Plot a route	Flora and Fauna Trees	Knots – Overhand and Open Clove Hitch Making frames	Shelters – Bug hotels	Tool use – trowels. forks, potato peelers	Flint and Steel use – Start a 'Five-minute fire'
Y4	Exploring the Forest School site Maps – Map the grounds 'Field area'	Flora and Fauna Plants	Knots – Figure of 8 and Square lashing Making swings	Shelters – Tarps 'weather-proof'	Tool use – trowels, forks, potato peelers, introduce loppers and secateurs	Flint and Steel use – Make a fire to cook on
Y5	Exploring the Forest School site Maps – Map the grounds 'Buildings on site'	Flora and Fauna Habitats	Knots – Square knot Making Ladders	Shelter – Natural	Tool use – trowels, forks, potato peelers, lopers, secateurs	Flint and Steel use Kelly Kettle
Y6	Exploring the Forest School site Maps – Map the grounds 'Trees'	Flora and Fauna Food Chains	Knots – Bow line Making saw-horse	Shelters – Group	Tool use – trowels, forks, potato peelers, lopers, secateurs, introduce whittling knives	Flint and Steel use Kelly Kettle

Forest School Progression Map – Flora and Fauna



Year 1

- Identify and name a variety of common, wild, and garden plants; including deciduous and evergreen trees.
- Identify and name common small animals – birds, squirrel, deer

Year 2

- Continue building on knowledge of Flora and Fauna with more specific detail, for example –birds, being able to name species that are seen on school site, blackbird, bluetit, red kite etc.
- Introduce ID cards Introduce plant safety – which plants can and cannot be touched without causing harm.
- Introduce how plants need water, light and a suitable temperature to grow healthy.

Year 3

- Re-cap what flora and fauna is on school site using correct names.
- Introduce what plants can be used as sources of food for human consumption.
- Use ID cards
- Identify which plants need support on growing on school site, for example, fruit and veg will need watering each day to survive; trees need very little support etc.

Year 4

- Continue building on knowledge or Flora and Fauna – habitats, food chains and how we can support those.
- Name trees by identify bark, bud, flower and seeds using ID cards

Year 5

- Independently name a variety of trees, plants and animals.
- With support be able to identify what they need to survive.

Year 6

Independently name a variety of trees, plants and animals and what they need to thrive.

Forest School Progression Map – Knowledge and Use of Knots



Year 1

- Introduction to basic knots – overhand, cowhitch.

Year 2

- Continue using overhand and cowhitch knots and learn how to attach things to each other.

Year 3

- Introduce new knots –figure of eight, open and closed hitch knots

Year 4

Continuing use of knots and their uses – attaching to structures and trees.

Year 5

- Independently use hitches and knots to build shelters
- Selecting the correct knot for a job

Year 6

- Introduce more complex knots – bowline knot, coil unattached rope.
- Independently selecting the correct knot for a job.

Forest School Progression Map – Using Tools



Year 1

- Introduction to tools for specific jobs
- Peelers for whittling
- Mallets for hitting pegs, poles etc
- Trowels and Forks for digging

Year 2

- Continued use of basic tool use including scissors for cutting string and secateurs.

Year 3

- In LKS2 the pupils will develop their skills by using a selection of tools.
- The pupils will use the tools when they are physically, mentally and socially ready.
- Each of the pupils abilities will develop at different ages, so will have access at different times.
- Loppers will be introduced to the use of tools.

Year 4

- Continuing in KS2 further tools will be introduced when pupils abilities show fit.
- Introduction of Bow Saw (1:1)

Year 5

- In UKS2 the continued use of tools will build on the pupils skills.
- New tools to be introduced will be knives.

Year 6

- Continuing tool use will build on skills previously learnt.

Forest School Progression Map – Shelter



Year 1

- Supported construction of mini tripod structures.
- Erect a small lean to shelter - with support.

Year 2

- Independent use of tripod structures – mini and large.
- Introduction to lashing and frapping techniques to make frames.
- Create a lean to shelter independently or with limited support.

Year 3

- Create a sturdy, durable and weatherproof tarpaulin shelter.
- Work successfully as a group, having considered and evaluated each members' contributions.
- Test if it's 'fit for purpose' (watering can test).

Year 4

- Design and build sturdy as well as durable varying sized shelters using tarpaulin and natural materials found in the woodland.
- Work successfully as a group, having considered and evaluated each members' contributions.
- Test if it's 'fit for purpose'.

Year 5

- Create a tipi shelter that is sturdy and durable with camouflage.
- Work successfully as a group, having considered and evaluated each members' contributions.
- Compare and evaluate the shelters. Assess whether they are 'fit for purpose'?

Year 6

Shelter building challenge

- Re-cap different style shelters and how they are built.
- Working in small teams (2-5) the children plan and build their shelters.
- Work successfully as a group, having considered and evaluated each members' contributions
- Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.
- Set up a tent in preparation for going camping – either for residential trip, family holiday or end of term camp out.

Forest School Progression Map – Fire Safety and Fire Skills



Year 1

- Be safe around a fire – how to sit, walk and be safe around a fire
- Contribute to fire lighting by gathering fuel and storing correctly.

Year 2

- Observe the lighting of a '5-minute fire'.
- Re-cap Fire safety Procedures and the fire triangle.

Year 3

- Independently recall Fire Safety procedures.
- Introduce using a 'Flint and Steel' to create a spark Light a '5-minute fire'

Year 4

- Continue using Fire Safety Procedures.
- Light a '5-minute fire' and keep it going.
- Introduce lighting and using a 'Storm Kettle'

Year 5

- Introduce lighting a fire big enough to cook on and tend to it safely.
- Cooking on a camp fire – popcorn, roasting marshmallows, drop scones, damper bread

Year 6

- To independently recall all Safety Fire Procedures and put these in place.
- Independently prepare and light a campfire – under supervision.
- To prepare and cook something on the fire.

Forest School Progression Map – Geographical Navigation Skills



Year 1

- Introduce and use simple compass directions -North, East, South and West.
- Use directional language to be able to move around safely -near and far; left and right; up and down.
- Describe the location of features on a simple map.
- Recognise natural and man-made features.
- Devise a simple map and use basic symbols in a key
- Follow a set route from route markers

Year 2

- Continue using simple compass directions North, East, South and West.
- Continue using directional language to be able to move around safely - near and far; left and right; up and down.
- Describe the location of features and routes on a map.
- Recognise landmarks and human and physical features.
- Devise a simple map and use basic symbols in a key.
- Follow a route from using points on the map.

Year 3

- Demonstrate understanding of the concept of a basic map.
- Introduce and navigate your way around a simple orienteering course.
- Understand the term 'orientate or 'setting' a map.
- Complete a simple 'star' orienteering activity in pairs / groups.
- Record information accurately and neatly.
- Follow rules when completing an orienteering activity

Year 4

- Recognise features and symbols on a map.
- Understand how to orientate the map
- Demonstrate understanding of an orienteering course.
- Build trust with a partner and work together when orienteering

Year 5

- Introduce and use the eight points of a compass.
- Introduce grid references.
- Develop orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.
- Complete an orienteering course.
- Understand the Topography of the site

Year 6

- Independently use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey Maps)
- Complete an orienteering course correctly and in the quickest time, safely.
- Understand the Topography of the site and local area