

Geography Policy

(Incorporating Forest Schools)



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS:
Amended by Lead: January 2024

RESPONSIBLE PERSON: Geography Subject Lead

Intent

At Our Lady & St. Oswald's Catholic Primary school, we want our children to be fascinated about the world and its people. The curiosity fostered in their time with us should last for the rest of their lives. Our children should know about the wealth of geography that surrounds them in their own locality and the diversity of people, places and the natural and human environments and processes, which encompass the rest of the world.

Our Key Stones

At Our Lady & St. Oswald's Catholic Primary School, we build our curriculum on four keystones: Locality, Faith, Health and Values.

Locality: We will aim to develop the pupils' knowledge and understanding of their locality and their place within in, providing opportunities for learning within and outside the classroom. We will foster an attitude of care and respect where children understand how actions and decisions impact upon their local communities and beyond. Where Geography will drive our topic themed curriculum.

Faith: Pupils will learn how to play their part as a member of a community and think of their place locally, nationally and globally. Our school is proud to be part of the Christian community and we aim to explore Catholic beliefs and practices, develop a sense of community spirit, celebrate diversity and help pupils understand their place in the world.

Health: It is important that all members of our school community are healthy both physically and mentally. Throughout our curriculum and extra-curricular provision, we will seek opportunities to encourage children to lead a healthy lifestyle and to help pupils develop the physical and mental strength to be successful and happy. This way pupils can cope wisely when things go wrong, build resilience and independence and are open to a variety of approaches that lead to fulfilment and future aspiration.

Values: As a values based school we actively promote citizenship values and gospel values. With a core focus on positive, healthy relationships that are built on dignity and respect. Our children are encouraged to be active members that's participate in a range of communities, valuing and preciousness of each person, treating each person as a unique individual and celebrating differences, enable people to flourish together.

Characteristics of a Geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

This Policy and resulting units of work, has been developed with reflection upon the National Curriculum (2014) and Chris Quigley's Essential Curriculum.

Geography Curriculum Planning

At Our Lady & St Oswald's Catholic Primary School, we use Chris Quigley Essentials as the basis for our curriculum planning. This ensures that all our children, whether in missed-aged classes or in separate year groups can progress and achieve equally. We have adapted the Essentials Curriculum to the local circumstances of the school i.e. we make use of the local environment both in our fieldwork and in our geographical studies, environment permitting. When selecting areas to study, we also choose areas where the human and physical features provide a contrast to those that predominate in our own immediate area.

Our medium term plans follow the National Curriculum and, for progression, the Chris Quigley Essentials Curriculum and give details of each unit of work for each term. As we largely follow a creative curriculum we combine the geography study with work in other subjects. The geography subject lead reviews these plans on a yearly basis.

Each class teacher created a Knowledge Organiser for each unit and creates a plan for each lesson. Plans list specific learning challenge and success criteria. The class teacher retains the plans, and can discuss them with the Geography Lead Teacher on an informal basis when needed.

At Our Lady & St. Oswald's Catholic Primary School we plan the units in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit, and, through planned progression built into each unit, we offer them an increasing challenge as they move up the school.

Geography work is marked in accordance with the schools marking policy. Teachers use this to inform future planning.

Mixed Classes

We use the National Curriculum and Chris Quigley Essentials Curriculum as the basis for our medium-term plans. As we have mixed classes, we provide suitable learning opportunities for all children to ensure they receive full coverage of the subject.

Foundation Stage

Geography makes a contribution to the Early Learning Goals (ELGs) of developing a child's knowledge and understanding of the world through activities such as 'Small World' role play and investigation and singing songs from around the world.

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- Investigate places
- Investigate patterns
- Communicate geographically

These key concepts or as we like to explain them to children – learning hooks, underpin learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

For the Overview of Topics from EYFS – Y6, please see appendix 1.

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Threshold Concept Key Skills	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Investigate places	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe,

	countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain

	• Identify land use around the school.	• Describe how the locality of the school has changed over time.	some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically	Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Fieldwork inc Forest Schools, see appendix 2

It is always advisable to base learning on first-hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

All classes' units reflect the need for field work to start in the local area and move further away the higher up the school the children progress.

When planning and taking children out of the school on any fieldwork activities the teachers follow the Educational Visits procedures and paperwork. Please see the EV policy for details.

Digi Maps

At Our Lady & St. Oswald's Catholic Primary School we use DIGIMAPS to enhance:

Locational Knowledge

- ✚ We use Digimaps to name and locate the world's seven continents and five oceans, including polar and desert regions.
- ✚ We use Digimaps to teach learners to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

- ✚ We use Digimaps to teach our pupils how to understand geographical similarities and differences through studying the geography of any area of the United Kingdom, and any contrasting area in the countries of the world.
- ✚ We use Digimaps to teach about grid references – British National Grid and Longitude and Latitude.

Human and Physical Geography

- ✚ We use Digimaps to teach about the Equator and the North and South Poles, identify hot and cold areas of the world in relation to it.
- ✚ We use Digimaps to add climate information to the maps to support teaching and learning of the environment.
- ✚ We use Digimaps to show examples of geographical features such as rivers, valleys, beaches, coasts, forests, hills, mountains, seas and oceans.
- ✚ We use Digimaps to show examples of human features such as: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops.
- ✚ We use Digimaps to describe and understand climate zones, time zones, biomes, rainfall and population density.

Geography Skills and Fieldwork

- ✚ We use Digimaps Global maps to identify the United Kingdom and its countries, as well as any other country, continent and ocean studied in our long term plans.
- ✚ We use Digimaps to teach the compass directions and its 8-points, 4- and 6-figure grid references and locational and directional language such as near, far, left and right, to describe features and routes on a map and to build knowledge of the United Kingdom and the wider world.
- ✚ We use Digimaps aerial photographs to help our pupils learn plan perspectives and to recognise landmarks and basic human and physical geography.
- ✚ We use Digimaps to print maps of our choice, for our needs, to support fieldwork, uploading data and overlaying onto maps on the screen.
- ✚ We use Digimaps to annotate maps to tell stories, adding pictures, graphs, to support creative teaching and learning.

Impact

Assessment

Pupils progress is assessed and monitored during the year through normal teacher planning and observations. Assessment will be gathered from observations, questions, marking and self-assessment. Teachers will also use the `Milestones` document from Chris Quigley Essentials to identify and give a clear picture of each child's achievements and areas of development. This information will be passed onto parents in the annual school report.

Through the explicit teaching of Geography skills and knowledge, both the teachers and the pupils assess their learning continuously throughout the lesson. At the beginning of a unit the children will complete a COLD TASK, to assess their initial understanding and knowledge. This will support the teacher in targeting planning to focus and drive learning on. At the end of the unit, pupils will complete a HOT TASK, known as a POP task (Proof of Progress) to reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

The role of the Geography Lead

- To develop and maintain the quality of Geography teaching throughout the school.
- Promote Geography good practice throughout the school - support and extend good practice among your colleagues in their classes.
- To prepare the school's Geography curriculum policy document.
- Set a good example of classroom practice.
- Be involved in long-term planning for the whole school.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning (schemes of work) throughout the school.
- To keep up to date with curriculum changes through ongoing CPD.
- To provide staff with information about CPD, to ensure all staff have up to date training.
- Provide guidance to all members of staff.
- Maintain an up-to-date stock of resources and equipment and make available to staff.
- Monitor and evaluate Geography in school.

Monitoring

In order to ensure continuity in both planning and the quality of the work a rigorous monitoring timetable involving both S.L.T and governors is in place. This includes:

- Learning Walks will take place at least once a year.
- Regular "drop in's" take place across the year.
- Book scrutinies will take place at least once a term.
- Pupil conferencing will also take place termly.

Governance

The governors maintain an overview of the all of the curriculum areas through Full Board meetings held three times a year in which the RE Curriculum & Standards committee report their findings. During the RE Curriculum & Standards committee meetings, the committee members are able to question the Geography Lead Teacher on the progress of the Action Plan, the key developments and next steps. These are then reported to the Full Board.

The RE Curriculum & Standards committee will review this policy in two years and then pass to the Full Board for ratification.

Appendix 1 - Whole school Long Term Plan

Basic Fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of the surrounding area will be completed during Forest School's sessions. Robust time table with school garden and pond area to be included.

Class <i>(Year Groups)</i>	Cycle A 2024-2025			Cycle B 2023-2024		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
St. Bernadette <i>(YR/Y1)</i>	People Who Help Us! Healthy Bodies & Healthy Minds Healthcare and Medicine	Our School and Oswestry Landmarks Buildings & Towns	Castles & Dragons Settlements Conflict & Invasion Significant Landmarks Power and Boundaries	Down in the woods Settlements Healthy Bodies & Healthy Minds Sustainability / Forest Schools Resilience and Adaptability	Oi!! Get off my train Trade/Travel/Transport Significant People	Seaside Landmarks Buildings & Towns Social Class
St. Francis <i>(Y1/Y2)</i>	(Fire, Fire!) Great Fire of London Settlements Building and Towns Government and Citizenship Social Class	Food, Glorious Food. Healthy bodies, healthy minds Food and lifestyle Farming and fair trade	Kings, Queens Democracy Legacy Power and Boundaries	Jungle Explorers Diversity Forest Schools (Sustainability) Residence & Adaptability	Down on the farm Settlements Links to the War at Park Hall Farm Residence & Adaptability Food and Lifestyle	Around the World Trade/ Travel / Transport Landmarks/buildings and towns Festivals and celebrations

Class (Year Groups)	Cycle A 2024-2025			Cycle B 2023-2024		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
St. Anthony (Y3/Y4)	Vile Victorians Food & Lifestyles Crime & Punishment Social Class Buildings & Towns	Hook Fang's Hillfort Home Settlements Conflict / Invasion (weapons) Farming	Terrible Tudors Conflict Beliefs Power and Boundaries Food & Lifestyle	Arctic Explorers Healthy Bodies & Healthy Minds Healthcare and Medicine Significant people (Travel) Resilience & Adaptability	Egyptians Gods and Rituals Beliefs Crime & Punishment Food & Lifestyles	Amazing Amazon Settlements Diversity Farming and Fairtrade
St. Martin (Y4/Y5)	Earthquakes Settlements Legacy Landmarks Resilience and Adaptability	Gruesome Greeks Democracy Beliefs Power & Boundaries Gods & Rituals	Wonderful Water Landmarks Sustainability Healthy Bodies & Healthy Minds Resilience and Adaptability	Vicious Vikings Power and Boundaries Beliefs War & Battles Trade / Transport	Oswestry our Market Town Settlements Farming and Fairtrade Buildings and Towns Government and Citizenship	Rotten Romans Conflict & Invasion Power & Boundaries War / Battles

St. Therese (Y6)	Wilfred Owen's War Conflict & Invasion Resilience and Adaptability Healthcare and Medicine Food & Lifestyle Government and Citizenship	Children of the Benin Kingdom Landmarks Trade/Travel/ Transport Conflict & Invasion Government and Citizenship Power & Boundaries Gods & Rituals	Violent Volcanoes and Mighty Mountains Settlements Legacy Beliefs Buildings and Towns Trade/Travel/ Transport
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Appendix 2
Please see Forest Schools Policy and Risk Assessment for further details.
Forest Schools

Intent

Our Lady & St. Oswald's Catholic Primary School aims to use the natural outdoor Forest Schools area to offer our children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves. Forest School is a holistic approach to learning, incorporating children's individuality and develops their skills for lifelong learning. It can cover many areas of learning, including the emotional and spiritual aspects of learning where self-esteem and self-confidence can grow and positive relationships with peers can be formed. Forest School explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place. The child's interest will be at the heart of any activity. Our Lady & St. Oswald's Catholic Primary School has many additional policies which will be adhered to alongside this policy during Forest School sessions within our woodland:

Behaviour Policy

Safeguarding Policy

SEND Policy

Health and Safety Policy

Legislation considered for policy

Health and Safety at Work Act 1974

Children Act 2004

RIDDOR (Accident Reporting)

Implementation

Our Forest School sessions will be delivered by qualified Level 2 and 3 Forest School leaders. They deliver this program following the guidance set out in this document. All children will be included with all activities and no form of discrimination will take place, reasonable adjustments will be made to make it inclusive for all. Inclusion is a thread which runs through all of the Forest School activities regardless of a child's ability, disability, gender, race, culture, etc. Our Lady & St Oswald's Primary School has an Inclusion, Special Educational Needs and Inclusion Policy and an Equal Opportunities Policy which will be adhered to during Forest School sessions.

Roles and Responsibilities:

Forest School Leader will have the overall responsibility for:

- Risk assessments for each session, pre-visit site checks and continuous safety monitoring.
- Planning for sessions, differentiation for individual children's needs.
- Ensuring that once on site rules are followed and continue to risk assess during the session.
 - Ensuring necessary equipment is taken into woodland.
 - Administration of first aid and checking first aid kit.
- Supervision of fire use, following procedures set out in this document
 - Supervision of tools use, cleaning and storing.
- Organising emergency procedures.
- Ensure site is left as it was found after every session

Staff/ students / volunteers: will model good practice throughout the session, carry out delegated roles and responsibilities, extend children's learning where appropriate by asking extending questions, support children to manage their own risk, remind children of rules and boundaries, be aware of dangers within Forest School and monitor levels of safety at all times, support the Forest School leader to run the sessions.

Health and Safety Policy:

Forest School sessions by their nature encourage children to develop their own risk management skills and will support them to become responsible for themselves and others around them. Children will be reminded of rules and safe play if they are considered too dangerous. Ratios within the woodland area will be 1 adult to 8 children. All staff and helper will be DBS checked. Risk assessments will be carried out before each visit and for the use of all tools and equipment. The Forest School Leader will assess weather conditions regularly and will evacuate the area if they become too extreme. All children and adults will wear appropriate clothing depending upon the weather conditions. An open fire risk assessment will be carried out before a fire is allowed and protection procedures followed. A Forest School Leader will be present at all times and children will be reminded of safe practice. The school has a Health and Safety Policy, Safeguarding Children Policy etc. to enhance aspects of health and safety

Risk Assessments will include:

- The site of the Forest School
- Equipment and Activities
- Open Fire

- Individual Risk Assessments for tools (bill hook, bow saw, mallets, knives), where applicable

Emergency Procedure:

In the event of an emergency the following will happen;

- Emergency Whistle blown
- Children advised to put tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.
- Once any hazard has been removed the leader will deal with the incident or follow the first aid procedures in the case of an accident.

First Aid Procedure:

- A number of staff within the school (including the current Forest School Leader) are qualified first aiders and will administer the care needed.
- First aid kit will be taken to all sessions and will be checked regularly
- Whilst dealing with a first aid incident, the leader will ensure the safety of all other children within the group by advising other adults present of the situation and ask them to monitor the other children, if alone children will be call to the area that the leader is in and if necessary all children will be taken indoors.
- Seek emergency help if needed.
- There will be a first aid kit taken into the woodland area and extra first aid equipment is located within the school.
- Contact the parents and complete the accident report forms
- Ensure all staff are aware of medical conditions of the children and inhalers, epi pens etc. are taken into woodland.

Weather conditions

Following the Forest Schools ethos of.....‘there is no such thing as bad weather, only inappropriate clothing!’ Children are advised to dress warmly and wear waterproofs if necessary. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather;

- In the case of high winds of 25mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning
- In the case of extreme cold of below ‘0’ a session will be cancelled if it is near to this we will ensure children are appropriately dressed, sessions will be made shorter and activities will be planned to ensure children are kept moving.

Food safety and Hygiene Procedures:

Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready they will participate in simple cooking on the fire activities which include; toasting

marshmallows/waffles and making s'mores. There is always a staff member present with food hygiene training, when food is being handled and prepared.

Food Preparation, transport and storage;

- Hands will be washed thoroughly and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food.
- Any food needing preparation will be prepared in the school kitchen e.g. bread dough
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- Raw meats will be stored separately to any other foods.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage container.

Handling, cooking and eating Food;

- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils
- Children are taught how to cook food safely following the activity risk assessment and fire procedure. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.

Clearing away and cleaning up;

- ALL food not eaten or cooked will be placed in black bin bags and disposed of in the school bin at the end of the session by one of the adults.
- The area is checked to ensure there is no food traces to avoid vermin being attracted to the area.
- ALL utensils and pans will be washed at the station in hot soapy water and stored away correctly

Use of Tools procedure

- Children and adults will be informed of rules, safety and trained in the use of each tool before they use it. Tool use guidance documents will be carried by the leader during each session and tool use ratios will be at the discretion of the Forest School Leader. Ratios will be set out in the session risk assessments.
- Relevant personal protection equipment will be worn at all times.
- Tools will be counted in and out and checked against an inventory.
- Tools will be stored safely and kept out of the reach of children.
- They will be cleaned after each use to prolong their life, broken and damaged tools will not be used.

Use of Fires procedure

- A Forest School Leader must always be present when a fire is lit and must never be left unattended. There must always be water available to extinguish the fire.
- Fires will be built in a designated fire area: if a tarpaulin is placed above the fire it should be approximately 8 foot above the fire and seating will be at a distance of 1.5 meters. Relevant personal protection equipment will be used bring fire building.
- Children will be reminded of the fire pit procedures at each and every visit, inc the `Step, Step, Sit` mantra.

-  Walk behind the log seats and stand behind the log.
-  Step over and sit down on the log seat.
-  Stand up, turn around and step over the log.
-  Children are not allowed to cross the inner circle (adults should be role models of this).

- The fire box containing fire retardant gloves, first aid kit and fire blanket should be placed close to the fire circle along with a covered bucket of clean cold water.

Wherever possible environmentally friendly products and recycled materials will be used.

Our Lady & St. Oswald's Catholic Primary School will promote environmental awareness and care for our environment. Conservation issues and sustainability will also be supported. The Forest Schools and School Garden areas will be maintained to ensure the survival of all native flora and fauna and new flora will be introduced if needed. We will remove all litter and debris we take into the areas and have regular litter picks to remove other litter. We will be caring towards our neighbours and try to minimise the amount of smoke and noise produced. Brambles and nettles will be removed from the main pathways but will be allowed to grow in other areas. Branches at eye level and below on the main pathways will be removed to avoid injuries for people entering the area unsupervised (without the Forest School Leader), they will remain on all other trees. Dead and fallen branches will be removed, cut down and stored in the log store and used as fire wood. During the winter months, large stones and logs will be left alone to avoid disturbing hibernating creatures. There will be areas created where wood is allowed to rot to encourage insects to thrive, wild flowers will be allowed to grow and children encouraged to enjoy them growing rather than pick them. The hedgerow around the edge of the woodland will be maintained to encourage small wildlife to live in the woods. The forest school area is at the back of the school alongside the playing field.

PROGRESSION OF SKILLS – Forest Schools

Skills	R	Y1	Y2	Y3	Y4	Y5	Y6
Shelter Building	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Supported construction of tripod structures (mini-den building) Erect a lean to shelter, with support	Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support	create a tarpaulin shelter in a woodland 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	Design and build varying sized shelters using tarpaulin and materials found in a woodland 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	Create a tipi shelter with camouflage 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	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build 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 on a residential visit
Geographical Skills and Navigation	Follow rules and boundaries Promote free exploration	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and	Demonstrate understanding of the concept of a basic map 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	Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering	Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills

		physical features Devise a simple map and use basic symbols in a key	physical features Devise a simple map and use basic symbols in a key	information accurately and neatly Follow rules when completing a star orienteering activity		understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest time Complete the orienteering course in the fastest time possible competing against others	Be able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skills Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control Successfully undertake an orienteering competition using an unfamiliar map in a new location 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
Play / Exploring (linked to My Activity Passport)	Introduction to rules and boundaries Promotion of free exploration Promotion of independent	Re-enforce rules and boundaries Travel safely over the terrain in Forest School Carry sticks safely Work in a	Re-enforce rules and boundaries of forest schools Move logs safely with support first Build a bridge Become a nature	Take part in outdoor challenges on own and in a team Climb a tree Make something out of wood	Play woodland versions of games I can work in a team during wide games and scavenger hunts Make a sculpture Make up your own	Orienteering with an OS map	Create a time capsule

	learning opportunities/skills Plant bulbs and watch them grow Autumn walk Search for butterflies	team to co-operate and communicate clearly Discover what's in a pond Hunt for insects Roll down a hill Make a daisy chain Build a den	detective Get soaking wet in the rain Bird watching	Cook outdoors	game and teach it to someone Treasure hunt		
Using Tools	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1)	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	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 Peeler(1:1)	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 Knives for whittling	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	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
Knots	Tying Shoe Laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames	More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Cow hitch,	More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job

Using Fire and Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety	Be safe around a fire Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a camp fire (roast food) Make and tend a fire safely	Prepare and light a campfire with supervision
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