



Outdoor Education Schedule Plans

Head of Faculty: Christopher Reade

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Outdoor Education Schedule OTS Foundation Stage (KS2 & 3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 1 Lessons (2 hours each) over 6-7 weeks.					
Schedule A—G	<p>Title: Biking Step 3 — 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Confidence, Maintenance, Safety, Equipment, Body Position and Skills. Lessons will delivered at various locations (Bissoe Trail, The Track Portreath and Lanhydrock.)</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. At the end of Yr 9 students will have experienced riding on different terrain and what the different skills are needed for that type of biking but also gained valuable knowledge of bike maintenance and safety.</p> <p>Banding: Step 3—9 Progression Area: the next biking step</p>	<p>Title: Bushcraft Step 3 - 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Teamwork, Environment, Safety, Equipment, Creativity and Skills. Lessons will delivered at various locations (Tehidy woods, Idless woods and onsite at Oak Tree School.)</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. At the end of Yr 9 students will have gained valuable skills in fire lighting, shelter building and cooking as well as learning how to look after the environment.</p> <p>Banding: Step 3—9 Progression Area: the next bushcraft step</p>	<p>Title: Climbing Step 3 - 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Equipment, Bouldering, Roped climbs, Technique, Belaying and Safety. Lessons will delivered at various locations (Granite Planet, The Tide, Onsite on the school wall.)</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. At the end of Yr 9 students will experience bouldering, roped climbing and an introduction to lead climbing as well as learning about safety in a climbing wall and how to maintain equipment.</p> <p>Banding: Step 3—5 Progression Area: the next climbing step</p>	<p>Title: Walking Step 3 - 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Environment, Direction, Safety, Skill, Wildlife and Orienteering. Lessons will delivered at various locations (Tehidy Woods, Idless and Coastal paths around Cornwall.)</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. At the end of Yr 9 students will have improved their ability to read maps and use a compass whilst helping to maintain different habitats with Tehidy woods park rangers. Students will learn how to set up and orienteering course and take part and run an orienteering competition.</p> <p>Banding: Step 3—9 Progression Area: the next walking step</p>	<p>Title: Paddlesports Step 3 - 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Knowledge, Environment, Safety, Equipment, Craft control and Skills. Lessons will delivered at various locations (Swanpool beach or Stithians lake.)</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. At the end of Yr 9 students will have improved their skills in both kayaking and SUP and will be taught about the safety of paddling both in the sea and on a lake and how this impacts on the environment.</p> <p>Banding: Step 3—5 Progression Area: the next paddlesport step</p>	<p>Title: Surfing Step 3 - 9</p> <p>Context: During the block students will gain skills and knowledge in the following areas — Confidence, Environment, Safety, Equipment, Body position and Skills. Lessons will delivered at various locations along the Cornish Coast.</p> <p>All students will start on Step 3 and work their way through the steps each year until Step 9 in Yr 9. In step 3 students will learn about safety in the water and on the beach whilst starting to build their confidence in the water. As they progress through the steps students will improve their knowledge of the different equipment needed but also the surfing ability. In year 10 and 11 students will have the opportunity to take part in the beach lifeguard training program and potentially gain a NGB.</p> <p>Banding: Step 3—5 Progression Area: the next surfing step</p>

Outdoor Ed Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	<p>Notes: Each Half-Term block represents approximately 1 Lessons (2 hours each) over 6-7 weeks.</p> <p>For the DofE Bronze award students have to complete 4 sections of the award—physical , skill, voluntary and the expedition. Students need to complete 3 months (12 lessons) for two sections and 6 months (24 lessons) for the other. Often skills sections is either catering in school or Shooting at Footsteps with John. Expedition is run during May or June to which students have to walk for two days and camp out for a night. During the expedition students will be expected to cook their own food with the help of an adult.</p>					
DofE Bronze Award	<p>Title: Physical section (part one)</p> <p>Context: Part one is 1—6 hours of physical activity. The activity can be chosen by the student and can be walking, climbing or paddlesports. Students have to take part in one hour a week of the chosen activity in order to get that section signed off.</p> <p>Banding: Step 10</p> <p>Progression Area: Physical section (part three)</p>	<p>Title: Physical section (part two)</p> <p>Context: Part two is continuing to complete the physical section with hours 6—12. Students will continue to try and improve their skill and knowledge about the activities.</p> <p>Banding: SOLAR 10</p> <p>Progression Area: Physical section (part three)</p>	<p>Title: Physical section (part three)</p> <p>Context: Part three is continuing to complete the physical section with hours 13—18. Students will continue to try and improve their skill and knowledge about the activities.</p> <p>Banding: SOLAR 10</p> <p>Progression Area: Physical section (part four)</p>	<p>Title: Physical section (part four)</p> <p>Context: Part four is finishing off the physical section hours 19—24 and the students will start to think about what they would like to do as part of their voluntary section.</p> <p>Banding: SOLAR 10</p> <p>Progression Area: Voluntary section (part one)</p>	<p>Title: What's the matter?</p> <p>Context: Part one is 1—6 hours of voluntary work. The activity can be chosen by the student and can be litter picking, working in a shop or helping someone learn a new skill. Students have to take part in one hour a week of the chosen activity in order to get that section signed off.</p> <p>Banding: SOLAR 10</p> <p>Progression Area: Voluntary section (part two)</p>	<p>Title: Sounds spectacular</p> <p>Context: Part two is continuing to complete the voluntary section with hours 6—12. Students will complete all 12 hours to get the section signed off.</p> <p>Banding: SOLAR 10</p> <p>Progression Area: Expedition</p>
ASDAN Credits Step 10 Step 11	<p>Title: ASDAN Credits—anything goes - Credit one or credit four (part one)</p> <p>Context: Anything goes allows the students to pick an activity they are interested in and to complete the credit students have to complete 10hrs of that activity and complete feedback at the end looking at the use of teamwork and IT skills. During year 10 and 11 students will complete six credits which can be the same sport but could be six different ones. Staff will encourage students to select an activity for the time of year (winter block climbing, summer surfing)</p> <p>Banding: Step 10 or 11</p> <p>Progression Area: Part two of credit</p>	<p>Title: ASDAN Credits—anything goes - Credit one or credit four (part two)</p> <p>Context: Continuing with Credit one or four.</p> <p>Banding: Step 10 or 11</p> <p>Progression Area: Credit two or five</p>	<p>Title: ASDAN Credits—anything goes - Credit two or credit five (part one)</p> <p>Context: Credit two or Credit five is a chance to change activity or continue the activity from previous credits.</p> <p>Banding: Step 10 or 11</p> <p>Progression Area: Part two of credit</p>	<p>Title: ASDAN Credits—anything goes - Credit two or credit five (part two)</p> <p>Context: Continue work towards the credit.</p> <p>Banding: Step 10 or 11</p> <p>Progression Area: Credit three or six</p>	<p>Title: ASDAN Credits—anything goes - Credit three or credit six (part one)</p> <p>Context: Credit three or Credit six is a chance to change activity or continue the activity from previous credits.</p> <p>Banding: Step 10 or 11</p> <p>Progression Area: Part two of credit</p>	<p>Title: ASDAN Credits—anything goes - Credit three or credit six (part two)</p> <p>Context: Continue work towards the credit.</p> <p>Banding: Step 10 or 11</p> <p>Progression Area:</p>