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Ethos College

Curriculum Planning

Outdoor Education

Curriculum intent statement: Outdoor Education

Intent:

The Outdoor Education curriculum is designed to be dynamic and meet the needs of the pupils by providing experiences that promote character education and SEMH progress.

The primary aims of this curriculum will be to build self-esteem and confidence, to develop strategies to transfer negative behaviour into positive behaviour, to build resilient, determined, and independent pupils and to improve our young peoples' life skills and experiences.

Pupils will be able to achieve AQA Unit Awards and National Governing Body Awards specific to the sports and activities that they take part in.

Implementation:

To enable pupils to develop personal integrity, teamworking and leadership skills, activities are provided for a range of

abilities and are both teacher-initiated and directed and pupil-initiated and directed to aid in developing an array of interpersonal skills. This will help pupils to foster positive relationships with their peers as well as will key, consistent members of staff.

Personalised opportunities to work towards SEMH, My Support Plan and/or EHCP targets will be provided. These will also aid in developing resilience, confidence and problem-solving skills in unfamiliar and challenging scenarios.

The outdoor curriculum includes:

Experiences to develop students' attitudes, skills, and knowledge and to help them make connections across the curriculum, activities that provide for a range of abilities, activities that are both teacher-initiated and directed and student-initiated and directed, small

group and individual experiences, opportunities for critical and creative thinking and opportunities to experience learning as a meaningful whole

Impact:

It is expected that all pupils will have made excellent progress towards their Boxall, My Support Plan and/or EHCP targets throughout the year. Positive and purposeful outdoor education will also inspire pupils to want to achieve across their full curriculum and as a result, improve attendance for the pupils who have the opportunity to access this curriculum.

Year 1

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Mountain Biking: safety, control of speed, and body position for uneven terrain.	Classroom-based discussions on road and off-road safety will include the highway code, giving priority to other bridleway users and cycling as a group prior to the first outdoor session. Initial rides will be on easy terrain and use quiet roads in order to transfer the classroom-based discussions in to the real world. Gradually technical skills such as breaking, cadence, use of gears and body positioning shall be introduced and will form the focus of initial session. As the skills and confidence of the students develops, we will extend our sessions to cover	<p>The foundations for successful progress with regards to mountain biking start with safety considerations. Before the sessions are taken to challenging terrain, safety elements and basic skills will be explored in controlled environments.</p> <p>Once all students have shown competency in these, more challenging terrain and technical skills appropriate to the level of the students, will be included in the sessions.</p>	Opportunities will be taken to visit areas of local and regional interest and their importance will be explored.	Students will be required to read access notices and keys/legends to maps in order to cycle in a legal and legitimate way.	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p> <p>(B) Participating constructively</p> <p>(C) Connects up experiences</p>

Indoor Climbing (bouldering):

safety, injury prevention, how to fall, and climbing technique.

topics such as uneven terrain, climbing and descending. Technical elements such as weight shift and cornering will be looked at when appropriate.

The main focus of this HT will be safety, injury prevention and technique in the context of bouldering. Initial safety briefings will take place in-situ at the wall as well as classroom discussion prior to the first session. How to warm-up effectively will be discussed and throughout the HT, students will be encouraged to gradually take the lead on the warm-up before the sessions. The Font Scale will be introduced and students will learn how to use this in order to judge what level of difficulty the routes they are working on

Technical vocabulary will be introduced and frequently used where appropriate in order to help students communicate in a succinct way. This learning can be extended to writing tasks in English.

Links can be made to science content on movement and the skeletal and muscular systems.

The importance of looking out for your climbing partner will be constantly discussed in order to develop a moral understanding of mutually beneficial relationships.

- (D) Showing insightful involvement
- (E) Engaging connectively with peers

Functional Fitness:

safety, building effective workouts, cardio vs. strength exercises.

are graded at. Students will be shown how to fall correctly in order to prevent injury. Students will learn how to spot their partner correctly, again, in order to help prevent injury. Over the half term, technique will be coached and develop in order to allow students to access more challenging problems on the bouldering walls. Areas of focus will include footwork, use of legs, use of arms and route planning.

Safety considerations including effective warm ups and correct form will be a continuing theme throughout the sessions. Students will learn how to safely and effectively carry out a range of free-weight exercises including deadlifts, bench press, barbell squats. Students will be involved in the design of conditioning workouts to

Improved strength and cardio capacity are critical to improved performance in a wide range of sports and outdoor pursuits.

Links can be made to healthy lifestyles.

Opportunities to discuss careers in health and fitness with the owner of the gym and the personal trainers will be used.

		develop their understanding of how to mix cardio and strength exercises at an appropriate intensity.				
Half Term 2: Oct – Dec	Sports Leader Award Kickboxing: Fitness and Technique	<p>Students will work along side Engage Academy staff in delivering PE session to KS2 pupils. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people.</p> <p>Sessions will focus around bag and pad work and appropriate strength and conditioning training related to the sport. Students will be coached in the various techniques for different types of punches, kicks and the associated footwork.</p>	<p>Kickboxing session are aimed to develop body strength, cardio vascular fitness, hand-eye coordination and a student's self-discipline.</p>	<p>The sessions this half term will focus on developing team work and leadership skills.</p> <p>Opportunities to discuss careers in health and fitness with the owner of the gym and the personal trainers will be used.</p>	<p>Students will have the opportunity to research and plan their own aspects of the sessions.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <ul style="list-style-type: none"> (A) Giving purposeful attention (B) Participating constructively (C) Connects up experiences (D) Showing insightful involvement (E) Engaging connectively with peers

	<p>Swimming: Beginners Swimming and Water Confidence</p>	<p>Students will develop a basic safety awareness, basic movement skills and water confidence skills. Students will work towards the following – entering and exiting the water safely, moving forwards and backwards for a distance of 5 meters, moving from a floating position to standing, and pushing/gliding in a flat position on their front or back from a wall.</p>	<p>The ability to swim out of danger can be life-saving. It is important for non-swimmers to develop this skill and be confident in the water for outdoor activities that we will take part in later in the year, such as kayaking.</p>	<p>Learning to swim is an essential life skill.</p>		
<p>Half Term 3: Jan – Feb</p>	<p>Duke of Edinburgh: Expedition Skills</p>	<p>The expedition skills training will equip students with the required knowledge, skills and expertise to complete a successful, independent. Areas covered will include navigation, camp cooking, packing kit, setting up tents and the countryside code.</p>	<p>Links will be made to co-ordinates and directions in mathematics and map skills in geography.</p>	<p>A large emphasis will be put on effective team work.</p>	<p>Reading tasks around the environment and responsibility will be incorporated in to these sessions.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p>
	<p>Kickboxing:</p>	<p>Sessions will focus around bag and pad work and appropriate</p>	<p>Kickboxing session are aimed to develop body strength,</p>	<p>A large emphasis will</p>		

	<p>Fitness and Technique</p> <p>Skiing</p>	<p>strength and conditioning training related to the sport. Students will be coached in the various techniques for different types of punches and the associated footwork.</p> <p>Students will develop a basic understanding and ability to control speed and movement by learning how to snow plough and make left and right turns. Students will also be taught about safety precautions such as the wearing of appropriate clothing, use of the rope pulley and slope safety.</p>	<p>cardio vascular fitness, hand-eye coordination and a student's self-discipline.</p> <p>Skiing sessions will develop student resilience in what is a challenging and unfamiliar setting.</p>	<p>be put on effective pair work.</p> <p>Opportunities to explore career options within the winter sports sector will be planned for.</p>		<p>(B) Participating constructively</p> <p>(C) Connects up experiences</p> <p>(D) Showing insightful involvement</p> <p>(E) Engaging connectively with peers</p>
<p>Half Term 4: Feb – April</p>	<p>Hill Walking: safety, use of a compass, and map skills.</p>	<p>Safety considerations and the country code will be a continuing theme throughout the Hill Walking sessions. Students will learn how to find a specific point on a map using 4-digit and 6-digit grid references. Students will learn how to identify the orientation that they are facing by using a compass. These topics will be</p>	<p>Introducing map skills at this stage is an important element in the curriculum as effective map and compass use will underpin many aspects of the curriculum plan for the year.</p>	<p>Opportunities will be taken to visit areas of local and regional interest and their importance will be explored.</p>		<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful</p>

**Mountain
Bike
Maintenance**

extended in to learning how to locate their position on a map using identifiable reference points and a compass. The map work will be extended to begin to look at contour lines and how gradient can affect the length of a walk. Towards the end of the HT, students will begin to take the lead on route planning having learned about rights of access, using the scale of a map to calculate approximate walking times and navigation.

Personal safety, choosing the correct tools and chemical handling will form the initial work to ensure that students are able to learn in a safe environment.


In addition to learning about simple, ongoing bike maintenance (such as degreasing, cleaning and lubricating components and

The course will equip students with the knowledge and skills required to diagnose and fix a range of common faults on a mountain bike.

The award that students will work towards will be a useful introduction for students who may wish to explore this as a career.

A mix of written and verbal instruction will be given throughout the session.

- attention
- (B) Participating constructively
- (C) Connects up experiences
- (D) Showing insightful involvement
- (E) Engaging connectively with peers



carrying out a pre-ride check); students will learn how to diagnose and repair common maintenance issues involving the following:

Brakes (cable adjustment & replacement, brake pad adjustment and replacement)

Gears (indexing, cable adjustment & replacement, limit adjustment, lubrication)

Transmission (chain repair and replacement, chain-set, pedal, chain-ring and bottom bracket removal, service and replacement, cassette/freewheel removal and replacement)

Headset (A-headset/quill stem adjustment, strip, lube and refit) and Wheels (puncture repair, tyres, wheel truing, wheel hub servicing)

Mountain Biking:

Planning and leading a ride

The syllabus will also have a focus on emergency repairs and what issues can be solved using a basic repair kit whilst out on a bike ride.

Students will continue to develop their leadership and teamwork skills through learning to lead pre-planned sections of rides building up to planning and leading a full ride. Discussions will take place around choosing suitable terrain for the level of the group, rights of access on by-ways and bridle paths, choosing suitable roads/paths to gain elevation and incorporation interesting features in to routes.

The sessions this half term will focus on developing independence and leadership skills.

<p>Half Term 5: April – May</p>	<p>Kayaking:</p>	<p>Initial sessions will take place on 'very sheltered water' where easy bankside/waterside access exists. Water safety considerations will be discussed, along with using the appropriate kit. Over time, the following concepts will be focussed on: posture/body position, efficient paddling technique, forwards paddling, backwards paddling, sideways paddling and speed differentiation.</p>	<p>Water safety will form the foundation for successful, controlled and fun lessons.</p> <p>Opportunities will be taken to visit areas of local and regional interest and their importance will be explored.</p>	<p>Technical vocabulary will be introduced and frequently used where appropriate in order to help students communicate in a succinct way.</p>		<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <ul style="list-style-type: none"> (A) Giving purposeful attention (B) Participating constructively (C) Connects up experiences (D) Showing insightful involvement (E) Engaging connectively with peers
	<p>Indoor Climbing (Top Rope):</p>	<p>The safety, injury prevention and technique that was focussed on in the bouldering sessions in HT1 will be revisited and extended in to top-rope climbing. Initial safety briefings will take place in-situ at the wall as well as classroom discussion prior to the first session. How to warm-up effectively shall be demonstrated. Throughout the HT, students will be</p>		<p>The importance of looking out for your climbing partner will be constantly discussed in order to develop a moral understanding of mutually beneficial relationships.</p>		

**Mountain
Bike
Maintenance:**

encouraged to take the lead on the warm-up before the sessions.

As the sessions progress, aspects of different technique will be covered such as route selection, weight placement, back-step, stemming, undercling, edging and palming and smearing.

Continuation of development of the knowledge and skills from the previous half-term with students becoming more and more independent in their repairs.

**Mountain
Biking:**
Planning and leading a ride and application of repair knowledge

Students will continue to develop their leadership and teamwork skills through learning to lead pre-planned sections of rides building up to planning and leading a full ride. Opportunities to apply the

The course will equip students with the knowledge and skills required to diagnose and fix a range of common faults on a mountain bike.

The sessions this half term will focus on developing independence and leadership skills.

It is vital for students to be able to experience carrying

The award be that students will work towards will be a useful introduction for students who may wish to explore this as a career.

The sessions will have a large focus on teamwork and opportunities to work towards

		classroom/workshop based learning in the mountain bike maintenance lessons will be created.	out repairs whilst out on a ride so that they are prepared should an emergency occur.	SMSC/Boxall targets will be continually created.		
Half Term 6: June – July	<p>Fishing:</p> <p>The following aspects of coarse fishing will be covered: legalities and where to fish, organising equipment, setting up equipment, plumbing the depth, casting, landing a fish, fish welfare, handling fish, unhooking a fish and returning a fish to water.</p> <p>Mountain Biking:</p> <p>Planning and leading a ride and application of repair knowledge</p>	<p>The following aspects of coarse fishing will be covered: legalities and where to fish, organising equipment, setting up equipment, plumbing the depth, casting, landing a fish, fish welfare, handling fish, unhooking a fish and returning a fish to water.</p> <p>Students will continue to develop their leadership and teamwork skills through learning to lead pre-planned sections of rides building up to planning and leading a full ride. Opportunities to apply the</p>	<p>Fishing can help to reduce stress, improves mental health and help to improve concentration. Being able to concentrate for extended periods of time is a skills that many young people need support in developing. Being able to follow rules around fish welfare will develop transferable skills in adhering to processes and guidance.</p> <p>It is vital for students to be able to experience carrying out repairs whilst out on a ride so that they are prepared should an emergency occur.</p>	<p>SMSC/Boxall targets will be continually created.</p> <p>Opportunities will be taken to visit areas of local and regional interest and their</p>		<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p> <p>(B) Participating constructively</p> <p>(C) Connects up experiences</p> <p>(D) Showing insightful</p>



classroom/workshop based learning in the mountain bike maintenance lessons will be created.

Kayaking:

Building upon the kayaking session from the previous half term, the following concepts will again act as a focus for learning: posture/body position, efficient paddling technique, forwards paddling, backwards paddling, sideways paddling and speed differentiation.

Dependent on student progress, basic water rescue and towing shall be demonstrated and practiced.

Water safety will form the foundation for successful, controlled and fun lessons.

importance will be explored.

involvement
(E) Engaging connectively with peers

