



Fierté Multi Academy Trust
Edge Hill Academy
Progression Map - Forest School



End point (Focus theme/Key Concept)	Year 3	Year 4	Year 5	Year 6
Shelter building	<p>Introduction of basic shelter building with support.</p> <p>Supported construction of tripod structures.</p> <p>Mini den building for small animals.</p>	<p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p> <p>Work successfully as a group having considered and evaluated each members' contributions.</p> <p>Create a tarpaulin shelter in the woodland</p>	<p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p> <p>Work successfully as a group having considered and evaluated each members' contributions.</p> <p>Create an A Frame or Vango shelter using appropriate knots e.g., overhand knot.</p>	<p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p> <p>Work successfully as a group having considered and evaluated each members' contributions.</p> <p>As a group set up a tent for going on a camp or visit. Using an appropriate knot e.g square Lashing</p>
Using tools	<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>Introduction to tools (peelers for whittling, mallets, trowels and forks)</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>Introduction of loppers, secateurs</p> <p>Independent cutting of string and rope</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>Introduction of Bow saw and sheath knife with supervision</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>Introduction of Billhooks</p>
Knots	<p>Tying shoelaces.</p> <p>Introduction to basic knots.</p>	<p>More sophisticated use of knots for attaching to structures and trees.</p> <p>Support with overhand knot and half hitch.</p>	<p>Shelter hitches and knots.</p> <p>More complex knots and selecting the correct knot for a job.</p> <p>Independent use of lashing techniques.</p>	<p>More complex knots and selecting the correct knot for a job.</p> <p>Independent use of reef, bowline, clove hitch knot.</p>
Fire (including cooking)	<p>Talk about fire lighting procedures.</p> <p>Fire safety and fire triangles.</p>	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuels.</p>	<p>Contribute to fire lighting by gathering fuel.</p>	<p>Make and tend a fire safely.</p>





	Light a piece of cotton wool (a fairy pillow)	Be safe around the fire. Cook food on a fire with support.	Experience using fire strikers to spark a flame. Prepare and light their own campfire with supervision.	
Geographical skills and navigation	Demonstrate understanding of a basic map using basic symbols. Navigate your way around a simple orienteering course. Use simple compass directions North, South, East and West. Recognise landmarks and human and physical features. Use directional language.	Introduce 4 figure grid references with support. Improve confidence in map reading and the transfer in formation from maps to ground. Record information accurately and neatly.	4 figure grid references. Introduce 6 figure grid references. Introduce 8 points of the compass. Develop expertise in the orienteering skills of orientating a map, following a course and recognition of relevant map symbols. Build trust with a partner and work together when orienteering.	Use 8 points of a compass, 4 and 6 figure grid references, symbols and key. Learn to balance speed and accuracy. Combine map reading and compass skills. Successfully and undertake in an orienteering competition.
Exploration and play	Introduction to rules and boundaries. Promotion of free exploration. Promotion of independent learning opportunities/skills. Travel safely over the terrain in Forest School. Carry sticks safely. Hunt for insects. Search for butterflies. Mud Kitchen.	Reinforce rules and boundaries of Forest School. Work in a team to co/operate and communicate clearly. Move logs safely. Discover what is in the pond. Build a den. Bird watching. Plant seeds from fruit vegetables and watch them grow.	Reinforce rules and boundaries of Forest School Take part in outdoor challenges on own and in a team. Make something out of wood. Cook outdoors. Climb a tree. Make rope swings. Collect logs and sticks and build camp gadgets.	Reinforce rules and boundaries of Forest School. Make up your own game and teach it to someone. Make a sculpture. Natural weaving with woodland materials. Make woodland headdresses. Play woodland versions of games. Collect logs and build a bridge fit for purpose.



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Understanding of environment (including Science)				
Teamwork and problem solving	<u>Lower KS2</u> Children can play team games. Children can communicate their ideas to adults and other children. Children start to think about how they could solve a problem before asking an adult for help. Children can work as part of a team to complete scavenger hunts and small projects.		<u>Upper KS2</u> Children build trust in their peers through playing games. Children can clearly communicate their ideas and take on board the ideas of others. Children mostly solve problems as part of a team, with minimal input from an adult. Children can work in a group to research and find what they need. Children understand how working as part of a team can help them to achieve a greater goal.	

